

# Rolling Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Rolling Hills Elementary School
<b>Street</b>	15255 Penasquitos Drive
<b>City, State, Zip</b>	San Diego, CA 92129-1016
<b>Phone Number</b>	858-672-3400
<b>Principal</b>	Libby Keller
<b>E-mail Address</b>	ekeller@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/rhes">http://www.powayusd.com/rhes</a>
<b>CDS Code</b>	37682966097208

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Mel Robertson, Ed.D
<b>E-mail Address</b>	elehew@powayusd.com
<b>Web Site</b>	www.powayusd.com

### **School Description and Mission Statement (School Year 2016-17)**

Rolling Hills Elementary School, built in 1978, is located in the middle of a residential neighborhood in the San Diego suburb of RanchoPeñasquitos. To the west stretches a developing canyon area. To the northwest is the 4S Ranch Community and the suburban area of Rancho Bernardo, and to the east, a major freeway corridor running North / South through the state, I-15. Single-family homes surround the school; there is a group of apartments adjacent to the south side, and a community park adjacent to the north. The Learning Resource Center (LRC) is at the center of the campus. The upper grade classrooms (3,4,5) surround the LRC and there is a 40 station computer lab adjacent to the library. Sixteen classrooms surround the center building housing the primary grades, an ASD special education preschool for three and four year old children, and Grades TK to 3. The PUSD daycare for children of employees, known as the Poway Early Learning Center (PEARL Center), provides day care services for children six weeks to three years of age. There are six portable buildings housing special programs including Music, Counselor/Student Support Services, EL and Intervention programs, ESS, and two District Preschool classes. The large multi-purpose room, outside lunch area, paved play areas, and grass fields cover over two acres. The Rolling Hills learning community consists of 437 TK-5 students, 40 preschool students, 3 PEARL Center rooms, 16 classroom teachers, 1 EL Instructional Assistant, 2 Impact Intervention Teachers, 1 Resource Specialist Teacher, 1 ASD Special Education Preschool Teacher, 1 ASD Special Education K/1 Teacher, 1.2 Speech and Language pathologists, 54 support staff, and one administrator. All certificated staff are highly qualified personnel with the appropriate credentials for their assigned position. Most of the students live within walking distance of the school. The homes from which the students come range from middle class to subsidized low-income apartments. The ethnic diversity of the school is apparent as over 20% of our students represent 21 worldwide languages and cultures. This rich cultural mix allows students to interact and learn about diversity and cultural literacy. Some of our families are military households.

The school enjoys the support of an active school Foundation and many volunteers in the academic setting. Rolling Hills maintains a high record of achievement highlighted by selection as a California Distinguished School in 1987, 1993, 1997 as well as being one of a few former Title I schools to achieve superior scores on the California Standards Tests (CST), the CAT 6 and STAR, and our API (Academic Performance Index) continued to increase over a number of years. The continued growth in the school's academic performance indicates the focus on learning, increasing student involvement in goal setting and self-assessment practices, staff professional development, differentiated instruction, response to intervention (RtI), and the dedication of all stakeholders in supporting "all students learning".

In 2009 our School Site Council and staff revised our Mission Statement which currently states: Rolling Hills is dedicated to reaching each student by building positive relationships, providing a rigorous and relevant education, and instilling the positive values and attitudes that are necessary for college and career readiness and lifelong success in a diverse and global society.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	99
<b>Grade 1</b>	52
<b>Grade 2</b>	76
<b>Grade 3</b>	81
<b>Grade 4</b>	54
<b>Grade 5</b>	66
<b>Total Enrollment</b>	428

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.5
Asian	12.4
Filipino	9.3
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0
White	48.1
Two or More Races	8.4
Socioeconomically Disadvantaged	17.3
English Learners	20.8
Students with Disabilities	11.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	20	19	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science</b>	Each pupil, including English learners has a textbook as required by State of California. Appropriate materials and textbooks are available for each child to use in class and to assist with homework. All textbooks are aligned with California Content Standards and approved for use by the State and PUSD.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the State of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Health</b>	Teachers supplement classroom instruction with lessons from the Too Good for Drugs program.		
<b>Visual and Performing Arts</b>	The Arts Attack Program is provided for staff use in support of visual arts.		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/15/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			NEEDS PAINT
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			NEEDS FIXTURE UPDATE
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			NEEDS RE-ROOFING AND CALWALL CHECKED
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NEEDS EXTERIOR PAINT, NEEDS PATCHING & SLURRY

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 3/15/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	62	76	72	75	44	48
Mathematics	65	69	65	67	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	79	96.3	76.0
	4	55	54	98.2	66.7
	5	65	63	96.9	82.5
Male	3	35	33	94.3	72.7
	4	31	31	100.0	61.3
	5	39	38	97.4	81.6
Female	3	47	46	97.9	78.3
	4	24	23	95.8	73.9
	5	26	25	96.2	84.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Hispanic or Latino	3	19	17	89.5	58.8
	4	--	--	--	--
	5	--	--	--	--
White	3	34	34	100.0	85.3
	4	22	22	100.0	68.2
	5	34	34	100.0	85.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	12	92.3	50.0
	4	14	14	100.0	50.0
	5	11	10	90.9	50.0
English Learners	3	25	22	88.0	59.1
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	14	14	100.0	57.1
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	82	100.0	73.2
	4	55	55	100.0	61.8
	5	65	64	98.5	70.3
Male	3	35	35	100.0	80.0
	4	31	31	100.0	61.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	39	38	97.4	79.0
Female	3	47	47	100.0	68.1
	4	24	24	100.0	62.5
	5	26	26	100.0	57.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	19	19	100.0	42.1
	4	--	--	--	--
	5	--	--	--	--
White	3	34	34	100.0	82.3
	4	22	22	100.0	68.2
	5	34	34	100.0	76.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	13	100.0	38.5
	4	14	14	100.0	14.3
	5	11	11	100.0	18.2
English Learners	3	25	25	100.0	48.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	14	14	100.0	42.9
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.



Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	91	87	81	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	65	64	98.5	81.3
<b>Male</b>	39	38	97.4	84.2
<b>Female</b>	26	26	100.0	76.9
<b>White</b>	34	34	100.0	82.4
<b>Socioeconomically Disadvantaged</b>	11	11	100.0	45.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	19.4	25.8	43.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Rolling Hills recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents are included in the continuous improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Writer's Workshop, Art History, Music Appreciation, Book Fairs, Fun Run, Classroom Support, School Site Council, and the Rolling Hills Foundation. In addition, ELL Family Literacy activities are planned throughout the year in support of student learning and home school communications. The Rolling Hills Foundation sponsors family events throughout the school year which promote parent involvement, fundraising, and family fun activities. In addition, the Foundation sponsors our Literacy Garden where parent and grandparent volunteers work with ESS and classrooms in planting and harvesting vegetables and fruits which are donated in the summer to a needy family lunch program. The Foundation raises funds for STEM programs and currently supports technology, art, music, and PE programs. Each week the principal sends Connect-ED email and/or phone messages to our parent community regarding current events, important information, and school news. Parent and student surveys provide school staff with useful feedback and information, which is then used to set future goals and expand opportunities for parent involvement.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.9	0.4	0.5	1.2	1.1	1.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Rolling Hills places strong emphasis on safety for students and staff. We are committed to ensuring a safe, orderly, and attractive learning environment by assuring the following:

- A comprehensive emergency/safety plan and search and rescue plans are reviewed and updated at the beginning of every school year and as needed throughout the year.
- A school Safety Committee comprised of representatives from all site based programs, law enforcement, and parents meets regularly to discuss and review the safety plan, drill procedures, and to address improvements where needed and as needed.
- Annual staff and student training procedures and drills for earthquakes, fire, lock down, search/rescue, and bus evacuation are held.
- Annual fire inspections are conducted by our local Fire Department.
- Maintenance staff consistently inspects school grounds, play equipment, and buildings to ensure a safe environment and to prevent costly repairs.
- The Connect-ED system is used by the principal to contact all families by phone and e-mail. The system is also a valuable communication support in emergency situations.
- The school has an up to date Asbestos Plan and complies with all District and State safety policies and expectations.
- During the school day all access gates are secured and visitors and volunteers must enter through the main school office where they sign into the Help Counter computer based visitor system, and must wear an identification badge while on the school grounds.
- For student safety and supervision before and after school hours, the Extended Student Services (ESS) program is available to parents for our TK-5 students.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		25		3		22	1	3	
1	28		3		23		3		26		2	
2	27		2		27		3		25		3	
3	28		2		28		2		27		3	
4	26		3		32		2		27		2	
5	31		2		28		3		33			2
Other									10	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.0	N/A
Other	0.4	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$75,964.10
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	4.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	4.1

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies as aligned to the California State Standards, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline, and cultural competency training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. We are currently immersed in implementing the California State Standards and aligning them with classroom instruction and professional development initiatives in writing and math. The focus of staff development at Rolling Hills is increasing student achievement, particularly in math and reading. Site leaders have created TLC opportunities based on staff input and needs; a majority of teachers participate in these book study/work focus opportunities. Teacher leaders in English Language Arts and Math lead meetings and provide support for staff in curriculum development and implementation. Goals are evaluated through teacher-principal meetings and student performance data analysis.