Rolling Ridge Elementary

13677 Calle San Marcos • Chino Hills, Ca, 91709 • 909-628-9375 • Grades K-6
Paula Thomas , Principal
Paula_Thomas@chino.k12.ca.us
http://rr.chino.k12.ca.us

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Chino Valley Unified School District

5130 Riverside Drive
Chino, CA 91710-4130
(909) 628-1200 X1100
www.chino.k12.ca.us

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Patricia M. Miller
Assistant Superintendent of Student Services

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Assistant Superintendent of Human Resources

Greg Stachura
Assistant Superintendent of Facilities, Planning & Operations

School Description

Rolling Ridge Elementary School is a structured learning environment dedicated to academic excellence and a well-balanced educational program that includes reading, writing, listening, speaking, spelling, composition skills, mathematics, science, social sciences, technology, humanities, physical education, and visual and performing arts. The staff provides instruction in a positive atmosphere. Students are expected to work to the best of their ability. Our philosophy is based on the premise that learning will take place when conditions are conducive to instruction. In addition, there is a close cooperation and communication exists between parents, school, and community.

The staff believes that students should learn skills that are necessary for the acquisition and application of knowledge; encourages self-expression and creative abilities; appreciates the value and uniqueness of students; emphasizes the importance of citizenship, character development, respecting diversity, and patriotism; acquires knowledge of their role in global issues and events; learns problem solving strategies that will enable students to be successful in citizenship, academics, and life skills; and enables students to recognize their responsibility for their own learning.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 909-628-9375.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	64
Gr. 1	69
Gr. 2	66
Gr. 3	91
Gr. 4	85
Gr. 5	73
Gr. 6	83
Total	531

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	30.1
Filipino	7.9
Hispanic or Latino	36.9
Native Hawaiian/Pacific Islander	0.4
White	15.8
Two or More Races	6.4
Socioeconomically Disadvantaged	24.7
English Learners	13.4
Students with Disabilities	10.2

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			
Rolling Ridge Elementary	12-13	13-14	14-15
Fully Credentialed	20	21	23
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	1259.2
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Rolling Ridge Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	97.02	2.98
High-Poverty Schools	95.38	4.62
Low-Poverty Schools	98.75	1.25

* 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 2014-15)

<table>
<tr><td colspan="2" align="center">Textbooks and Instructional Materials
Year and month in which data were collected: October 2014</td></tr>
<tr><td align="center">Core Curriculum Area</td><td align="center">Textbooks and Instructional Materials/Year of Adoption</td></tr>
<tr>
<td>Reading/Language Arts
The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0</td>
<td>T-K MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012
K-6 Houghton Mifflin Company; HM California Reading, 2002</td>
</tr>
<tr>
<td>Mathematics
The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0</td>
<td>T-K MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012
T-K Center for Innovation in Education; Math Their Way, 1995
K-5 Pearson Scott Foresman; enVision Math, 2015
6   Carnegie Learning; Math Series Courses 1, 2, and 3, 2011</td>
</tr>
<tr>
<td>Science
The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0</td>
<td>T-K MacMillian/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012
K-5 Houghton Mifflin Company; Houghton Mifflin California Science, 2007
6   Pearson Scott Foresman; Scott Foresman California Science, 2008</td>
</tr>
<tr>
<td>History-Social Science
The textbooks listed are from most recent adoption: Yes

Percent of students lacking their own assigned textbook: 0</td>
<td>T-K MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components), 2012
K-5 Harcourt School Publishers; Reflections: California Series, 2007
6 Holt, Rinehart and Winston; Holt California Social Studies, 2006</td>
</tr>
</table>

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. Funds from the school district's bond measure are utilized to improve educational opportunities, raise student achievement, improve health and safety conditions, replace aging classrooms, provide permanent classrooms, enhance laboratories, improve libraries, provide new schools, provide for structural integrity, acquire furniture and equipment for instruction, conduct athletic/physical education facilities, provide program enhancements, improve energy conservation, and reduce overcrowding.

The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held monthly and disaster drills are held twice a year.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods. The Chino Valley Unified School District conducted a Facility Inspection Tool (FIT) inspection at Rolling Ridge in October 2014. The findings of this inspection rated the school in GOOD working order.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	FUN CLUB: 1. Stained ceiling tiles 2. No hot water 3. Soap dispenser broken in girls restroom ROOM 29: 1. Stained ceiling tiles ROOM 33: 1. Stained ceiling tiles Principal has addressed these deficiencies.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	ROOM 30: 1. Cluttered classroom ROOM 5: 1. Cluttered classroom WORK ROOM 10, 11, 13, 14: 1. Cluttered room WORK ROOM 15 - 20: 1. Cluttered room WORK ROOM 21-24: 1. Cluttered room Principal is addressing these deficiencies on an ongoing basis.
Electrical: Electrical	[X]	[ ]	[ ]	WORK ROOM 1-3: 1. Replace lamps Principal has addressed these deficiencies.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	FUN CLUB: 1. Stained ceiling tiles 2. No hot water 3. Soap dispenser broken in girls restroom MEN'S RESTROOM MPR: 1. Urinal leaking from back side 2. Plugged toilet ROOM 1: 1. Improper storage ROOM 21: 1. Water pressure inadequate ROOM 22: 1. Water pressure inadequate ROOM 3: 1. Improper storage Principal has addressed these deficiencies.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 17, 2014

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	70	72	71	66	65	68	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	77	81	81	62	65	63	54	56	55
Math	80	87	85	56	56	57	49	50	50
HSS				53	56	57	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	5	3	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	26.8	42.3

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	71
Male	66
Female	76
Black or African American	
American Indian or Alaska Native	
Asian	89
Filipino	
Hispanic or Latino	57
Native Hawaiian/Pacific Islander	
White	82
Two or More Races	
Socioeconomically Disadvantaged	67
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-8	8	-7
Black or African American			
American Indian or Alaska Native			
Asian	-17	-2	-2
Filipino			
Hispanic or Latino	15	-3	-16
Native Hawaiian/Pacific Islander			
White	-9	30	-3
Two or More Races			
Socioeconomically Disadvantaged		-10	4
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

The staff and community work together to ensure a quality program. Every child, parent, teacher, and administrator signs a home-school compact committing to the goals of the school year. A variety of committees exist, including; the School Site Council, English Language Advisory Committee, Safety Committee, and School Smarts Parent Academy, etc.

A high degree of community involvement, PTA, parent volunteers, and business partnerships support the overall program at Rolling Ridge. Parent Information Nights, parent workshops, volunteer training seminars, and family nights are held throughout the year. The PT A Board position of Volunteer Coordinator works to facilitate and coordinate services for classroom teachers as w ell as other school wide needs. T he PT A and community support the instructional program through the sponsorship of field trips, assemblies, Picture Person, and special grade level programs.

Student Council affords all students the opportunity to participate in community service and philanthropic endeavors. Peer elected Student Council officers sponsor district events, the Leukemia & Lymphona Society, and gifts for the school (trees, playground equipment, games, etc.). Bi-monthly newsletters and website information provide an open forum for ongoing home-school communication. The school web site, www.chino.k12.ca.us\rollingridge, also provides resources and updated information on activities for parents.

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.

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.4	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.5	4.0	3.8
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		93.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22.7	17	21	1	2	1	2	2	2	0		
Gr. 1	30.7	18	17	0	2	2	3	2	2	0		
Gr. 2	31	22	22	0	1	1	3	3	2	0		
Gr. 3	30	26	30	0			3	3	3	0		
Gr. 4	33	17	28	0	2		0	1	3	2	1	
Gr. 5	31.7	27	18	0	1	2	2	2	2	1		
Gr. 6	33	26	28	0	1		0		3	2	2	
Other	0			2			0			0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1
Other	

Average Number of Students per Staff Member

Academic Counselor	

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,844	$41,761
Mid-Range Teacher Salary	$71,194	$66,895
Highest Teacher Salary	$89,709	$86,565
Average Principal Salary (ES)	$107,531	$108,011
Average Principal Salary (MS)	$113,257	$113,058
Average Principal Salary (HS)	$124,086	$123,217
Superintendent Salary	$200,000	$227,183
Percent of District Budget		
Teacher Salaries	44	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Restricted	Unrestricted	
School Site	$7,574	$2,157	$5,418	$75,888
District	♦	♦	$7,696	$76,599
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			-29.6	-0.9
Percent Difference: School Site/ State			15.5	7.3

Types of Services Funded at Rolling Ridge Elementary
The 2013-2014 budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

The 2013-2014 Budget Act provides $2.1 billion for school districts and charter schools to support the first-year implementation of the LCFF. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012-2013 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA equivalent to $7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Provides an adjustment of 10.4 percent on the base grant amount for kindergarten through grade three (K–3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007–08 state funding levels (adjusted for inflation) and also guarantees a minimum amount of state aid to LEAs.

The budget maintains Home-to-School Transportation and Targeted Instructional Improvement Block Grant funding as add-ons to the LCFF. The budget requires LEAs to maintain 2012-2013 expenditure levels on transportation out of funds received for this purpose.

As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The Chino Valley Unified School District's LCAP can be accessed on the district webpage at www.chino.k12.ca.us

Professional Development provided for Teachers at Rolling Ridge Elementary
The Chino Valley Unified School District is committed to increasing the instructional capacity of teachers and leaders. Staff development programs are aligned with the District's commitment to increase student achievement, provide safe schools, and promote a positive learning environment.

The principal and assistant principal attend monthly staff development sessions and monthly feeder group meetings to develop skills in instructional supervision, data analysis, budget and finance, technology, and school culture and have for several years. Teachers have many opportunities for professional development and growth provided through the site and District.