Rolling Hills Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	Rolling Hills Middle School
Street	130 Herman Ave.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6341
Principal	Selene Munoz Casas
Email Address	Selene_MunozCasas@pvusd.net
School Website	https://rhms-pajaro-ca.schoolloop.com
County-District-School (CDS) Code	44-69799-6049787

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

At Pajaro Valley Unified School District (PVUSD), we provide our diverse, multicultural school communities with information, resources, and training to support nurturing, equitable, and rigorous learning environments. We strive to inspire all participants to reach their highest potential as confident, responsible life-long learners.

Rolling Hills Middle School Mission Statement: We are a proud, respectful, diverse community of lifelong learners. We are going on a journey in a challenging world, seeking excellence in academic, artistic, physical, social, and moral accomplishment. We will get there through teamwork in a safe positive learning environment.

At Rolling Hills Middle School, teachers create learner-center classroom environments that promote personal empowerment, academic growth, and the socio-emotional well-being of all learners. Essential questions clarify the learning goals for each lesson; those questions are shared with students daily. Teachers configure lessons and select instructional strategies with the intent of ensuring all students can answer a lesson's essential question by its conclusion. Consistently across lessons, students move with purpose and experience diverse instructional strategies so they are physically and intellectually engaged as learners. Students have regular opportunities to collaborate with peers, both informally and through the use of collaborative structures. Collaboration is intentionally designed to encourage positive interactions among students and to engage all learners. Additionally, teachers provide student feedback that is specific, intentional, and timely manner to help learners advance toward the learning goal.

Our number one priority is creating a positive learning environment where students feel safe and are able to improve themselves both academically and socially. Through the implementation of PBIS, our students are recognized frequently for embodying our core values: Responsible, Honorable, Mature, and Safe. Additionally, our lunchtime activities and our after-school support program contribute to our ability to develop meaningful relationships with our students. There is doubt that our campus is "The best middle school ever!".

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	180
Grade 7	228
Grade 8	211
Total Enrollment	619

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.6%
Asian	0.3%
Filipino	0.8%
Hispanic or Latino	97.1%
White	1.8%
English Learners	48.3%
Foster Youth	0.6%
Homeless	10.8%
Migrant	7.3%
Socioeconomically Disadvantaged	95.8%
Students with Disabilities	19.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	70.74	675.70	75.64	228366.10	83.12

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned	1.00	3.56	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	20.19	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	1.50	5.52	59.80	6.70	18854.30	6.86
Total Teaching Positions	28.00	100.00	893.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.40	71.11	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	2.09	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.80	20.49	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.80	6.27	43.40	4.93	15831.90	5.67
Total Teaching Positions	28.70	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.60	5.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.60	5.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.7	23.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	3.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers
All students have been provided a Chromebook and if necessary, a hotspot. Students that attended the Bruce W. Woolpert Algebra Academy also have an Ipad that they are able to take home with them. All Rolling Hills' students are able to complete class assignments and learn computer/Ipad skills in all of their core classes. Students enhance their education by using software specifically designed to meet their individual needs. The entire campus at Rolling Hills has wireless Internet access.

Textbooks
We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2015-2016 school year and whether those textbooks covered the California Content Standards.

Curriculum
For more than six years, panels of scholars have decided what California students should learn and what skills are needed for middle school students. A few years ago, the state of California began a transition to a new set of standards in language arts, math, and science. This transition is known as the Common Core Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives English Language Arts Gr. 6, Pearson/2017myPerspectives English Language Arts Gr. 7, Pearson/2017 myPerspectives English Language Arts Gr. 8, Pearson/2017	Yes	0%
Mathematics	iReady, Curriculum Associates;2023	Yes	0%
Science	Amplify Science/2019	Yes	0%
History-Social Science	TCI History Alive!/2018	Yes	0%
Foreign Language			0%
Health	Inclusive Sex Education, Cutter/2020		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the seven-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Over the past two summers, Rolling Hills has had several improvements. Roof replacement, tree removal for safety reasons, old portables have been removed, and exterior painting, are some of the most recent major projects. Many more minor improvements can be noted across the campus.

Year and month of the most recent FIT report	8/28/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			30: 8 water stained and 2 broken ceiling tiles. Gym: Missing round cover on gym floor. L 1 5: Five water stained ceiling tiles. No water comes out of faucet in sink.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			C 5 15: Missing electrical outlet cover plate.

School Facility Conditions and Planned Improvements

			G 3 28: Missing two electrical outlet cover plates.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		L 1 5: Five water stained ceiling tiles. No water comes out of faucet in sink. L 3 7:
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		C 2 19: Broken window. D 1 12: Broken door under sink. Kitchen: The roll up window cover can't be secured. Lab 8: Broken window latch. Library: Door doesn't close properly.

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	14	28	26	47	46
Mathematics (grades 3-8 and 11)	6	5	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	624	608	97.44	2.56	13.84
Female	309	302	97.73	2.27	17.94
Male	314	305	97.13	2.87	9.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	607	592	97.53	2.47	13.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	273	262	95.97	4.03	1.91

Foster Youth	--	--	--	--	--
Homeless	83	78	93.98	6.02	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	598	583	97.49	2.51	13.06
Students Receiving Migrant Education Services	43	41	95.35	4.65	9.76
Students with Disabilities	117	115	98.29	1.71	4.39

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	624	606	97.12	2.88	4.98
Female	309	302	97.73	2.27	4.32
Male	314	303	96.50	3.50	5.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	607	590	97.20	2.80	4.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	273	262	95.97	4.03	0.00
Foster Youth	--	--	--	--	--
Homeless	83	78	93.98	6.02	6.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	598	581	97.16	2.84	4.32
Students Receiving Migrant Education Services	43	41	95.35	4.65	0.00
Students with Disabilities	117	114	97.44	2.56	2.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.58	6.90	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	203	97.60	2.40	6.90
Female	112	110	98.21	1.79	4.55
Male	96	93	96.88	3.12	9.68
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	203	198	97.54	2.46	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	62	60	96.77	3.23	0.00
Foster Youth	0	0	0	0	0
Homeless	32	29	90.63	9.37	6.90
Military	0	0	0	0	0
Socioeconomically Disadvantaged	200	195	97.50	2.50	6.15
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	43	42	97.67	2.33	2.38

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	75.9	79.9	80.3	74.6	77.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our school is dedicated to involving parents in their child's educational experience. At School Site Council meetings, we develop the agenda collaboratively with parents to cover awareness of school issues, college preparation, and social and family topics. We value parents' involvement in the daily life of our school. At our parent meetings, the English Language Advisory Committee and migrant parents work together for the success of all students. Our Back-to-School Night is always well attended by our community. For the past several years, Rolling Hills' has had Student Led Conferences and Exhibition Night. On these two particular nights, students meet with their parents and show them their portfolio of work. Students discuss their strengths, weaknesses, and goals for the year. At this time, parents are encouraged to ask questions and to have a discussion with their children about their academic progress. Parents can also access information regarding their child's progress by using the Rolling Hills School Loop website. Parents and the greater community need to be aware of Rolling Hills' academic growth, greatly improved school climate, and outstanding staff that make Rolling Hills the "best middle school ever." RHMS is currently working on monthly parent workshops to continue to work with parents on how to best meet the needs of our students. The topics for the workshops are based on parent feedback and recommendations.

The contact person for parent involvement is Principal Selene Munoz, and she can be reached at (831) 728-6341.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	670	651	184	28.3
Female	333	325	97	29.8
Male	336	325	87	26.8

Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	650	632	177	28.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	12	12	6	50.0
English Learners	347	334	103	30.8
Foster Youth	6	6	4	66.7
Homeless	90	87	27	31.0
Socioeconomically Disadvantaged	641	624	179	28.7
Students Receiving Migrant Education Services	45	44	12	27.3
Students with Disabilities	134	130	43	33.1

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	11.42	16.87	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.29	0.15	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.87	0.15
Female	15.32	0
Male	18.45	0.3
Non-Binary		
American Indian or Alaska Native	0	0

Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	17.08	0.15
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	16.67	0
English Learners	18.44	0.29
Foster Youth	0	0
Homeless	16.67	0
Socioeconomically Disadvantaged	17.32	0.16
Students Receiving Migrant Education Services	13.33	2.22
Students with Disabilities	23.13	0.75

2023-24 School Safety Plan

Our Safe School Plan has three components: people, programs, and the physical environment. Together the administration, the staff, the School Site Council (SSC), and the district assistant superintendent review the plan annually.

The Rolling Hills staff constantly works to improve the school culture and climate. The administration and teachers are always visible when students are around campus (i.e. break, lunch and before and after school). Rolling Hills has a progressive school behavior management system starting with warnings then detentions, parent conferences, suspensions, and if needed expulsion. The administration always considers alternatives to suspension prior to suspending a student. Suspensions are considered the last means of correction. To achieve this level of safety, we have classroom presentations to outline behavioral expectations and emergency procedures. Our closed campus is clean and safe, reflecting our pride in our community. All visitors must check in with the main office before entering campus. Staff provides supervision before school and after school. We conduct fire, earthquake, intruder/lockdown, and shelter-in-place drills, and recently completed the ALICE training.

Another component to the Rolling Hills safety plan is the implementation of Positive Behavior System of Support (PBIS) in conjunction with Safe and Civil Schools (SSC) curriculum. The Rolling Hills PBIS team (made up of teachers representing each grade level, school psychologist, special education teacher, social-emotional counselor, and students), with input from staff and students, are developing school-wide positive behavior expectations in all areas, and developing lesson plans to explicitly teach, reinforce, and reward expected positive behavior. Additionally, the PBIS team will be implementing "Tier 2" systems to address students who exhibit chronic misbehaviors and are not responding to school-wide interventions. PBIS and SSC implementation have been shown to reduce office referrals, suspensions, and expulsions. In 2021-2022, our site received the silver implementation level recognition from the California PBIS Coalition.

The safety plan was last reviewed February 15th, 2022, approved by school site council on February 16th, 2022 and approved by the School Board on February 23rd, 2022.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	12	4
Mathematics	22	9	5	7
Science	27	4	6	6
Social Science	26	5	4	8

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	10	2
Mathematics	21	10	8	4
Science	24	5	10	2
Social Science	24	5	9	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	9	4
Mathematics	25	8	1	10
Science	26	4	8	4
Social Science	25	5	8	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	619

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,516.45	$2,816.50	$5,841.61	$60,736.72
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	18.4	-17.9
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-26.3	-39.5

Fiscal Year 2022-23 Types of Services Funded

Rolling Hills Middle School receives LCFF and Title I funds. These funds helped us provide professional training for staff, teacher collaboration; purchase supplemental classroom books, students and classroom technology equipment. These funds also allow Rolling Hills the ability to offer student and parent incentives, fund field trips, and pay for support staff. All of which are important for positive student academic achievement.

Any parent is welcome to join Rolling Hills' School Site Council to review, discuss and provide input to the school budget and expenditures.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Annually, a team of administrators and teachers attend the California League of Schools (CLS) conference. Every Wednesday, staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training through the New Teacher Project. All curricular areas of the Rolling Hills staff attend conferences and workshops on a yearly basis. After teachers attend conferences, they are required to present at a staff meeting to share the newly acquired information.
The 2022-23 school year primary focus is on trauma-informed practices to support our students after COVID-19 but we are also focusing on PD to help address the learning loss that took place during distance learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	10