



Rocky Hill Elementary School

313 Sequoia Drive • Exeter, CA 93221 • (559) 592-5490 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Exeter Unified School District

215 N. Crespi St.
Exeter, CA 93221
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District Governing Board

Dean Sutton, President
Virginia Padilla, Vice President
Michael Giefer, Clerk
Ray Strable, Trustee
Gene Lytle, Trustee
Mark Hellwig, Trustee
Dewayne Faulkner, Trustee

District Administration

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Superintendent
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George Eddy
**Director of Career and Technical
Education**
Michelle Pengilly
**Director of English Language
Development/Special Projects**
Aimee Miculian
**School Psychologist/Director of
Special Education**

School Description

We are the nurturing, dedicated, and highly qualified group of teachers from Rocky Hill School in Exeter. We are a community of educators that collaboratively and continuously strive to meet the educational standards and individual needs of our students.

We are here to create problem solvers and critical thinkers. We are here to empower and educate a diverse population by supporting their academic, physical, and personal/social growth so that they become responsible, productive members of our global society.

Through teamwork, collaboration, and daily practice of research-based strategies, we will create a community of responsible learners who are self-directed and accountable for their learning.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	92
Grade 2	94
Grade 3	95
Grade 4	98
Grade 5	116
Total Enrollment	612

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	0.2
Filipino	0.2
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0
White	31.7
Two or More Races	1.3
Socioeconomically Disadvantaged	68.6
English Learners	25.7
Students with Disabilities	2.8
Foster Youth	0.5

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.

Teacher Credentials			
Rocky Hill Elementary School	15-16	16-17	17-18
With Full Credential	26	24	25
Without Full Credential	4	6	5
Teaching Outside Subject Area of Competence	0	0	0
Exeter Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocky Hill Elementary School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Our school and district transitioned to the Common Core State Standards during the 2013-14 school year. We have not officially adopted new core curriculum since our previous adoptions listed below, with the exception of Kindergarten and Second Grade in English-language arts. Instead, we have contracted with our local Tulare County Office of Education and developed Units of Study in English-language Arts (ELA) and Math. Many grade levels utilize materials from our previous ELA and History-Social Science adoptions for these ELA units. For math, we have used materials from EngageNY and Georgia Units from the Georgia Department of Education. In 2016, we piloted and adopted Wonders (McGraw Hill Education) ELA curriculum for Kindergarten and Transitional Kindergarten. Additionally, we purchased two supplemental programs from Voyager Sopris Learning in August 2016 for reading intervention: Read Well (Grades K-3) and Language! Live (Grades 4-5). In 2017, we adopted Wonders (McGraw Hill Education) ELA curriculum for Second Grade.

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin C. 2009 (Grades 1, 3, 4, and 5); McGraw Hill Education C. 2017 (Grades K and 2) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Envision C. 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt: Calif. Science C. 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt C. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Facilities are in good condition. Routine maintenance is conducted on a daily basis. More extensive improvement projects are recommended during the school year, reviewed by the board, and work is conducted during summer break. A kindergarten playground structure was added to our facility during the summer of 2012 and the summer of 2014. In addition, new fencing was added as well as benches and tables. The parking lot and blacktop areas were re-surfaced during the summer of 2014. The floor in the multi-purpose room was replaced during the summer of 2015. During the summer of 2016, the roof on two buildings and the carpet in the Library were replaced. Carpet in six classrooms was replaced during the summer of 2017. New flexible seating furniture was added to five classrooms in October 2017.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	43	34	41	41	48	48
Math	38	38	28	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	89	88	98.9	48.9
Male	45	45	100.0	46.7
Female	44	43	97.7	51.2
Hispanic or Latino	49	48	98.0	43.8
White	39	39	100.0	53.9
Socioeconomically Disadvantaged	55	54	98.2	42.6
English Learners	17	17	100.0	29.4

* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	52	49	58	51	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.9	19	38.8

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	297	98.67	34.01
Male	148	145	97.97	30.34
Female	153	152	99.35	37.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	193	98.97	27.46
White	97	95	97.94	45.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	205	98.09	25.85
English Learners	79	78	98.73	24.36
Students with Disabilities	19	17	89.47	0
Foster Youth	--	--	--	--

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

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	298	99	37.58
Male	148	146	98.65	42.47
Female	153	152	99.35	32.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	194	99.49	31.44
White	97	95	97.94	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	209	206	98.56	32.04
English Learners	79	79	100	31.65
Students with Disabilities	19	17	89.47	0
Foster Youth	--	--	--	--

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

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Rocky Hill School we believe that communication between school and family is essential to the success of each child. We recognize that the more parents are involved in their child's education, the better their child performs in school. It is important for parents to know about their student's progress, understand their achievement level, and take an overall interest in their child's education.

The staff at Rocky Hill is committed to delivering the highest quality educational experience for every student. To do so, we need to create and maintain a strong partnership with students, parents, and the community. Our plan is to stay connected with parents about their child's achievement, academic progress, behavior, safety drills/concerns, as well as important meetings and events. We encourage parents to keep in constant communication with their child's teacher and fill out a volunteer packet at the beginning of each school year. Parents work with the site office manager and the district office on clearance procedures.

The following organizations outlined in the school-wide and site action plans encourage parent involvement for the purpose of evaluating the systems, instructional programs, and facilities of the school site.

- School Site Council (SSC) - Meets 4 times a year

Contact: Linda Montemayor, Principal (559) 592-5490 or lmontemayor@exeter.k12.ca.us

- Parent Teacher Organization (PTO) - Meets monthly (1st Monday of the month)

Contact: Cameron Twentymon, Chairperson, E-mail: ptorockyhill@gmail.com

- English Language Advisory Committee (ELAC) - Meets 3 times a year

Contact: Amanda Renteria, Assistant Principal (559) 592-5490 or arenteria@exeter.k12.ca.us

The following events are held each year at the school site to increase parent involvement:

- Back to School Night
- Open House
- Parent/Teacher Conferences (September and February)
- Parent Institute for Quality Education (PIQE) classes
- Special Lunch Days (Grandparent's Day Lunch, Lunch on the Lawn, Mother's Day Lunch, Veteran's Day Lunch)
- PTO Events (Book Fairs, Dances, Walk-a-thon, Fundraisers and Special Events)
- Nutrition Network Events (Pumpkin Patch, Gingerbread Houses, Taste Test of the Month)
- Guest Speakers (Science Day, ELA Units of Study, and Read Across America)
- Music Program (Band and Choir Concerts)

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.

School Safety Plan

A comprehensive School Safety Plan is reviewed and revised annually in August. We have made adjustments to simplify the safety drill process for teachers. We have discussed the following four common responses to a given safety issue: 1) Evacuate (Fire) 2) Shelter (Earthquake) 3) Lockout (Warning) and 4) Lockdown (Danger).

Safety materials were distributed and discussed with faculty at a staff development on August 8, 2017. The safety plan was approved by School Site Council on September 21, 2017 and approved by the School Board on November 8, 2017.

Key components of the safety plan include: Personal Characteristics of Students and Staff, the School's Physical, Social and Cultural Environment, and Safety Drill Procedures and Policies (Fire, Earthquake, and Lockdown).

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	2.0	3.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	6.2	6.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	25	23				4	4	5			
1	23	23	27				4	4	4			
2	26	26	23				4	4	4			
3	26	26	26				4	4	4			
4	25	25	27				4	4	4			
5	25	25	22				4	4	4			

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

Professional Development provided for Teachers

Over the past three years, professional development has been delivered to teachers in different ways. Starting with the 2013-14 school year, our district has contracted with our local Tulare County Office of Education (TCOE) to provide professional development for teachers. It began with Common Core State Standards awareness training and has evolved into professional development for specific content areas. Through our partnership with TCOE, teachers have participated in: Math Lesson Labs (Co-plan/Co-teach), Math Number Talks, Fractions, Tape Diagrams, ELA Units of Study, K-2 Literacy Centers, Writing Unit pacing, Next Generation Science Standards (4th and 5th grade), and English Language Development (ELD). On-site professional development has been delivered through after-school Teaching and Learnings from our Academic Coaches, Administration and other teachers. Topics have included: English Language Development, Writing, Guided Reading, Mathematical Practices, Math Fluency Games, Close Reading, and Academic Conversations. Professional Development opportunities have also been provided by our district. These include: Google Training, technology integration trainings, and English Language Development.

Teachers are supported during implementation throughout the year through ongoing in-class coaching, meetings with Academic Coaches, and Professional Learning Communities (PLCs).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,918	\$44,144
Mid-Range Teacher Salary	\$66,403	\$69,119
Highest Teacher Salary	\$84,299	\$86,005
Average Principal Salary (ES)	\$98,528	\$106,785
Average Principal Salary (MS)	\$114,959	\$111,569
Average Principal Salary (HS)	\$118,702	\$121,395
Superintendent Salary	\$194,846	\$178,104
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	5%	6%

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

Types of Services Funded

Students who show a significant academic need in reading are identified and put into a small reading groups. Title I funds are used to provide this support. Students receive an additional 30-45 minutes of reading instruction daily in addition to the core instruction from their teacher.

Exeter Unified School District transitioned to Intensive Intervention formerly known as Supplemental Educational Services during the 2016-2017 school year. Intensive Intervention can be defined as supplemental tutoring and academic support offered to the most fragile students within the district. Elementary sites currently offer after school tutoring twice a week to Long-Term English Learners (LTELs) and our Middle School and High School offers support in the form of after school tutoring in an EL Academy. Elementary students are focusing on ELA and Math with a concentration to building skill with the ELD standards. Students at the middle school utilize the "My Path" program designed to reteach academic areas that have been identified individually for each student and are Pre- and Post-tested for academic growth. The EL Academy for students 9th-12th is offered to LTEL'S as a support to academics and college and career planning. All students are assessed frequently to monitor growth in the services offered.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,954	\$1,825	\$6,129	\$68,254
District	♦	♦	\$6,590	\$68,730
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-7.0	-0.7
Percent Difference: School Site/ State			-6.8	-2.0

* Cells with ♦ do not require data.