Rolling Hills Elementary
Lindy McNutt, Principal

School Mission/Vision/Demographics

Rolling Hills Elementary is a vibrant, inclusive learning community serving approximately 554 students in Transitional Kindergarten through 6th grade in the Fullerton School District. Our school is home to 22 classrooms, including traditional, multiage, and special day class settings, reflecting our commitment to meeting the diverse learning needs of all students. Guided by our mission and vision, we strive to create a positive and collaborative environment where students engage in a rigorous, arts-infused curriculum that promotes critical thinking, creativity, and lifelong learning. We are committed to supporting each student's academic and social-emotional growth within a safe and caring environment.

Rolling Hills proudly serves a diverse and dynamic student population that mirrors the richness of our surrounding community. More than half of our students are socioeconomically disadvantaged (53.4%), and our school community includes English Learners (8.7%), students receiving special education services (12.3%), as well as foster youth (0.2%) and students experiencing homelessness (0.9%). Our student population is composed of 47.3% Hispanic, 31.9% White, 8.8% Two or More Races, 7.2% Asian, 2.7% Filipino, 1.4% African American, and 0.5% American Indian students. This diversity is not only a reflection of our community, but one of our greatest assets, bringing a wealth of perspectives and experiences that enrich the learning environment for all.

At Rolling Hills, we hold a deep belief that every student deserves meaningful, high-quality educational experiences that celebrate their individual backgrounds, strengths, and potential. By maintaining high expectations alongside robust support systems, we empower every learner to reach their fullest potential. Our arts-integrated curriculum and dedication to inclusive practices foster a warm, connected school culture where every Roadrunner is known, valued, and set up to thrive.







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School Data

Our 2025–26 data reflects an encouraging picture of growth and progress across our school community, with positive trends evident in both our CA Dashboard results and iReady diagnostic data. In ELA, Rolling Hills outperformed the California overall average, sitting 5.7 points below standard compared to the state's 8.1 points below, demonstrating that our instructional strategies are making a meaningful impact relative to state peers. This growth is further supported by our iReady data, which shows all students improving 18.4 points from Fall to Spring, with the percentage of students performing at or above grade level doubling from 15% to 31%. English Learners were among our strongest performers, sitting 56.1 points below on the Dashboard while outperforming their CA counterparts at 59.9 points below, and showing an impressive 30.5-point gain on iReady diagnostics. Long-Term English Learners grew 29.2 points on iReady, reflecting the effectiveness of our targeted language and literacy supports. Hispanic students and Economically Disadvantaged students each made strong gains, improving 21.7 and 20.9 points respectively on iReady, with both groups tripling their on-grade level percentages from 8% to 22%. Our Two or More Races student group showed strong ELA growth as well, increasing 9.8 points on the CA Dashboard.

In Math, our iReady data shows all students improving 16.8 points from Fall to Spring, with on-grade level percentages quadrupling from 6% to 26%. While our overall Math Dashboard score declined, our iReady data tells an encouraging story of growth within the school year. English Learners maintained their Math scores on the Dashboard while outperforming CA English Learners at 81.5 points below compared to 86.1 points below statewide, and improved 14.9 points on iReady with on-grade level percentages growing from 4% to 23%. Economically Disadvantaged students improved 16.8 points on iReady, climbing from 1% to 17% on grade level, and Hispanic students improved 16.0 points, with on-grade level percentages growing from 2% to 14%. At the grade level, 3rd and 4th grade each led Math growth with 19.6-point iReady gains, while 5th grade showed the highest on-grade level percentage by spring at 34%.

Taken together, these results affirm that our instructional focus, intervention programs, and dedicated staff are making a meaningful difference in student learning. While achievement gaps remain an area of continued focus, the consistent upward trajectory seen across iReady diagnostics and select Dashboard subgroups provides a strong foundation to build upon in the coming year.

Fiscal Information

Budget Information	
LCFF Supplemental	$145,767
LCFF Base	$75, 761
Title I	N/A

SPSA Goal	Total Expenditures
Goal 1	$151,505
Goal 2	$32,040
Goal 3	$26,793
Goal 4	$11,190

School Plan for Student Achievement: Executive Summary 2026-2027

Rolling Hills Elementary
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Goal 1: Student Achievement

For the 2026–2027 school year, Rolling Hills Elementary is committed to increasing student achievement through targeted goals and focused instructional strategies. Our school-wide ELA goal is to increase the overall SBAC Distance from Standard (DFS) by 3 points for students in grades 3–6 (from -5.7 to -2.7), decrease the percentage of K–2 students scoring at not-mastered levels on district diagnostics by at least 10%, and increase the percentage of English Learners making progress on the reading portion of the ELPAC by at least 10%. In Math, we aim to increase the overall SBAC DFS by 3 points for students in grades 3–6 (from -33.3 to -30.3), while similarly decreasing not-mastered levels for K–2 students by at least 10%.

To address persistent achievement gaps for English Learners, Students with Disabilities, and Hispanic students, Rolling Hills will implement targeted interventions including extended instructional aide support, an RTI instructional assistant, and additional teacher support before and after school. Supplemental materials including iReady MyPath, Studies Weekly, Math by the Book, Heggerty, Orton-Gillingham, and Morphology resources will support enrichment and intervention across all grade levels. Math instruction will also incorporate Cognitively Guided Instruction (CGI) with a focus on word problems to increase critical thinking, academic discourse, and problem-solving strategies across all grade levels.

We will strengthen Tier 1, 2, and 3 instruction with a continued focus on early literacy, while a 50% PE teacher will provide 100 minutes of weekly instruction for TK–6 students, creating dedicated time for PLC collaboration and data analysis. Professional development will focus on Writing, Math, ELD, technology, and research-based best practices, with continued partnership with HRS toward achieving Level 2 certification and beginning Level 3 work. Interpretation and translation services will ensure all families remain informed and engaged partners in their children's education. Through a collaborative, data-driven approach, we are committed to ensuring every Rolling Hills Roadrunner has the opportunity to grow, achieve, and succeed.

Goal 2: Digital and Informational Literacy

At Rolling Hills Elementary, preparing students for success in a digital world is a cornerstone of our educational mission. In alignment with the Fullerton School District's goals, we are committed to ensuring that all students and staff have access to high-quality digital tools, resources, and professional learning that support rigorous, relevant, and engaging instruction. Our 1:1 iPad program provides every student in grades TK–6 with daily access to reliable, up-to-date technology that supports personalized learning across all subject areas.

Students leverage their iPads to create, collaborate, and demonstrate mastery through platforms such as Seesaw and Google Classroom. Technology is woven into project-based learning experiences where students engage in long-term project planning and completion, developing critical thinking, creativity, and real-world problem-solving skills. Artificial intelligence tools such as Canva introduce students to future-ready skills, while multimedia art projects through the All the Arts for All the Kids Foundation foster creative expression. Digital citizenship lessons through Common Sense Media ensure students are equipped to navigate the online world safely and responsibly.

Teacher growth is equally prioritized, with staff attending professional conferences such as CUE and Canva for Teachers to continuously strengthen their technology integration practices. Substitutes are provided to allow teachers to participate in instructional rounds and technology-focused professional development. A dedicated Computer Technician I supports the program by managing iPad inventory, maintaining devices, and overseeing Moysle and app configurations to ensure technology remains classroom-ready at all times. Together, these efforts reflect our commitment to developing digitally literate, future-ready learners who are prepared for college, career, and beyond.

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Goal 3: Safe and Secure Environment

At Rolling Hills Elementary, creating a safe, supportive, and inclusive school community is a foundational priority in alignment with the Fullerton School District's goals. We are dedicated to the physical, social, and emotional well-being of every student and staff member, ensuring all Roadrunners feel connected, valued, and ready to learn.

While chronic absenteeism has shown steady year-over-year improvement, it remains an area of continued focus. Individualized attendance plans and home visits proactively support families in building consistent attendance habits. Recognizing that belonging drives attendance, we are expanding our PBIS program with increased incentives, structured recess activities, and meaningful schoolwide experiences. These efforts are further supported by community-building initiatives such as Kindness Week, Positivity Challenges, and philanthropic events that foster empathy and school pride.

Campus safety is upheld through reinforced volunteer and visitor policies, with an additional noon-duty supervisor added to ensure a structured and secure lunch environment. Social-emotional growth is supported through Second Step and ReThink Ed programming, while teachers engage in trauma-informed and behavior-focused professional development to maintain responsive classrooms. Mental health services through Hazel Health, DayBreak Telehealth, and an on-site counselor ensure students have the care and support needed to thrive academically, socially, and emotionally.

Goal 4: Parent and Community Engagement

At Rolling Hills Elementary, strong family partnerships are viewed as a cornerstone of student success. In alignment with the Fullerton School District's commitment to family engagement, we are dedicated to building an inclusive school culture where all families feel welcomed, informed, and empowered to actively participate in their child's educational journey.

Families stay connected through multiple communication channels, including weekly Sunday newsletters, school website updates, and regular posts across school and PTA social media platforms. We invite families to engage meaningfully in school life through a variety of events and opportunities throughout the year, including Back to School Night, Open House, parent-teacher conferences, Family Reading Wednesdays, and community picnics at the beginning and end of the school year. Families also have ongoing opportunities to participate in PTA, the Rolling Hills Foundation, English Learner Advisory Committee (ELAC), School Site Council (SSC), and Coffee with the Principal events, allowing parents and guardians to contribute to school decision-making, collaborate on initiatives, and celebrate student achievement together.

Looking ahead to the 2026–27 school year, we are expanding our family engagement efforts by hosting a minimum of two dedicated Family Engagement Nights focused on supporting children with literacy and math at home. These evenings will provide parents with practical strategies to reinforce learning outside of school, helping to strengthen the partnership between families and teachers. Through these collective efforts, Rolling Hills remains committed to fostering a school community where every family feels valued, connected, and an integral part of their child's educational journey.

School Plan for Student Achievement: Executive Summary 2026-2027

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Educational Partners

Rolling Hills Elementary engaged in a collaborative and inclusive process to develop and refine its School Plan for Student Achievement (SPSA), ensuring alignment with district LCAP goals and responsiveness to the needs of its school community. Educational partners, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA, and the Rolling Hills Education Foundation, played an active role in reviewing data, providing input, and supporting the development of goals, strategies, and resource allocations. Through ongoing meetings and structured opportunities for feedback, these groups contributed to a shared understanding of school priorities and student needs.

Throughout the year, staff, families, and community members analyzed multiple data sources, including student achievement outcomes and survey feedback, to identify strengths and areas for growth. Teachers and staff collaborated through PLCs, leadership teams, and professional learning opportunities to refine instructional practices and align site goals. Family input was gathered through surveys, school events, and committee participation, ensuring diverse perspectives were represented in the decision-making process. The PTA and Rolling Hills Education Foundation further supported student learning by enhancing programs and resources that align with school goals.

At Rolling Hills, the SPSA is a living reflection of our school community's collective commitment to student success. By maintaining an ongoing cycle of collaboration, data reflection, and shared accountability, we ensure that our plan remains responsive to the evolving needs of our students and focused on achieving equitable outcomes for every Roadrunner.



