



R. Roger Rowe Elementary School

5927 La Granada, P.O. Box 809 • Rancho Santa Fe, CA 92067 • (858) 756-1141 • Grades P-5

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<http://rsfschool.net>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Rancho Santa Fe Elementary School District

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School Description

Rancho Santa Fe School District, located in Rancho Santa Fe, CA, operates two schools on a single site: an elementary school that serves students in Kindergarten - fifth grade and a middle school that serves students in grades 6 - 8. District enrollment is just over 550 students from the communities of Rancho Santa Fe, Elfin Forest, El Cielo, and The Bridges. The Rancho Santa Fe community is comprised of just over 3,000 people. We are committed to being the school of choice within our community. RSF students move on to attend the high performing public high schools in the San Dieguito School District.

The school was completely renovated in 2010 at a cost of \$35 million using voter approved bond funds. It boasts a beautiful campus with an administration building, five classroom buildings, a performing arts center, a gymnasium, three playgrounds, and an athletic field. Our state of the art classrooms are equipped with interactive whiteboards, document cameras, SWIVL's to increase our distance learners' ability to view the classroom environment, a one-to-one ratio of iPads to students, and flexible seating. The school is adjacent to the Rancho Santa Fe Public Library and the Rancho Santa Fe Community Center.

The Rancho Santa Fe School District is one of the oldest districts in San Diego County and has a longstanding history of academic success. We are proud of our rigorous curriculum and instruction in core subjects, as well as providing a comprehensive enrichment program of music, art, drama, engineering, and computer science. We are committed to engaging students in their learning, fostering their creativity, supporting their efforts, and giving them many opportunities to learn their strengths and explore topics and skills that may result in finding their passions. Our students engage in Physical Education classes each week at the elementary school. Extracurricular activities have been limited this year due to the health and safety protocols in place during COVID-19. We have been able to provide instrumental music virtually.

Our emphasis on social/emotional learning helps students to develop social/emotional competencies and to be personally responsible, accountable, and aware of their impact on others. We are a caring community that promotes mutual respect, interdependence, global awareness, and service to others.

Our parents are very involved in the education of their children. They support our educational program at home by providing a learning environment that students can utilize for homework and for home studies in the event that a student needs to participate in distance learning due to personal reasons, illness, or a classroom quarantine. The Rancho Santa Fe Education Foundation supports the District through executing successful fundraising campaigns, hosting community-building events, and providing classroom volunteers. This year, Education Foundation volunteers have found creative and innovative ways to provide community-building, but COVID-safe events. They ran Drive-In movie nights and a book fair on campus, and are organizing events that allow for masking and social distancing outside of school, eg., a Father/Daughter bike ride. Due to the need to limit the number of adults on campus, our parents are volunteering "behind the scenes".

Unlike many elementary schools, RSF families are the third and fourth generation to attend R. Roger Rowe Elementary School. One of our most heart-warming and celebrated events is Grandparents' and Special Friends' Day where multiple generations of RSF families attend elementary music and drama performances, as well as spend time in their grandchildren's classrooms. It is very special to grandparents, parents, and students who spend time together in a school that is "home" for each of them. This year, though we were unable to host the event on campus, we recorded messages to family and friends and sent the recordings home.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	48
Grade 2	60
Grade 3	60
Grade 4	62
Grade 5	76
Total Enrollment	341

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
Asian	7.3
Filipino	0.3
Hispanic or Latino	12.6
White	70.1
Two or More Races	9.1
Socioeconomically Disadvantaged	3.5
English Learners	4.4
Students with Disabilities	9.7

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 for R. Roger Rowe	18-19	19-20	20-21
With Full Credential	34.5	27.5	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rancho Santa Fe	18-19	19-20	20-21
With Full Credential	◆	◆	49
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at R. Roger Rowe Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Rancho Santa Fe School District held a public hearing on October 15, 2020, and determined that each school within the district had sufficient and quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplemental materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2005 Teacher's College Reading & Writing Workshop materials (ongoing) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Mathematics 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education - Foss 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman 2001 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)

R. Roger Rowe Elementary School provides a safe, clean environment for students, staff, and community members. In 2010 we completed a district-wide modernization project where we demolished the original school buildings which were built in 1955. The campus was rebuilt using voter approved bonds in conjunction with state facilities improvement funds. The campus houses the elementary and middle school as well as the district's central office. The beautiful two-story campus provides students, parents, and staff with an inviting, state of the art school environment. At the center of the campus is a performing arts center that can accommodate an orchestra, dramatic performances, and instructional assemblies, as well as student science and art shows. The campus also includes a dance studio, robotics/engineering space, and a number of computer science labs.

This chart shows the results of the most recent school facilities inspection. Facilities at R. Roger Rowe Elementary School are conducted on a yearly basis.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 04/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	91	N/A	90	N/A	50	N/A
Math	86	N/A	83	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	65	N/A	64	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents and the community are very supportive of the programs at R. Roger Rowe Elementary School. Each year, parents volunteer hundreds of hours as room parents, to help with events, and to chaperone field trips. Due to the need to limit the number of adults on campus due to enforcing COVID-19 mitigation strategies, our parents have volunteered "behind the scenes" instead.

The District has an Education Foundation that raises funds each year to support our programs. They execute a very successful annual giving campaign, that is highlighted by "Red Envelope Day", complete with festivities. Our Community Partners program, and the annual "Creative Affair" art auction are also successful campaigns. Our Education Foundation also organizes community-building events for the school. This year, they have found creative and innovative ways to provide COVID-safe community-building events for our school community. They ran Drive-In Movie nights and a book fair on campus, and are organizing events that require masks and allow for social distancing outside of school, eg., a Father/Daughter bike ride. The support of parents, community members, and local businesses instills students at R. Roger Rowe Elementary School with a sense of pride in their school and connection to their community.

The District has continued to host Principal's Coffees, Superintendent's Chats, and Board Members' Coffees to keep parents informed and provide a venue for questions and concerns. They have been hosted virtually this year. The Superintendent works with the site administrators and leaders of the Education Foundation to produce a weekly Newsletter that also keeps parents informed. Parent education, such as the annual Cyber Safety Workshop, Raising Resilient Children, etc. are hosted each year and are responsive to parents' needs and requests. They have been hosted virtually this year.

For more information and to learn how to participate in the Education Foundation and other school volunteer opportunities, please contact Cheryl Salmen at cheryl@salmens.com.

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 (School Year 2020-2021)

The Comprehensive School Safety Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and an orderly learning environment. The District includes the following requirements of SB 187 within its safe school plan: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The District evaluates the plan annually and updates it as needed. It was updated last at the Special Board of Education meeting held on January 28, 2021 and posted to the District's website. Safety procedures, including elements of the Comprehensive School Safety Plan, are reviewed with school and District staff in the fall, at the start of each school year. A copy of the plan is available for public review at the District Office.

The District's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. The District has implemented the School Messenger emergency communication system that allows the District to place up to 25,000 telephone calls and text messages to emergency contacts within 15 minutes.

Due to the pandemic, the District created a COVID-19 Prevention Plan in the summer of 2020 to provide a framework for the safe reopening of our schools. The plan is reviewed and updated when new guidance is received. The District has a COVID-19 Response Team in place that monitors the effectiveness of our health and safety protocols.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.3	0.0	0.5	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3			14	3			29	4		2
1	18	3			15	4			27	6		1
2	15	4			20	3			37	5		2
3	18	4			17	4			33	6		2
4	16	5			19	4			33	5		1
5	18	4			20	3	1		40	5		1
Other**									5	1		

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Rancho Santa Fe School District is dedicated to continuous growth and improvement. Our administrators and teachers review school achievement data, anecdotal notes of classroom observations, and student and parent feedback to inform our goals for the following school year. Additionally, we review updates to state standards, frameworks, etc. and ensure that our curriculum and instruction is aligned with state instructional priorities.

For the 19-20 and 20-21 school year our professional development supported our curriculum adoptions in math, science, and social/emotional learning (Morning Meetings). We have also done a great deal of training in technology as we moved to a new learning management system and our teachers were asked to take on distance learning during the pandemic.

The professional development offered through the District has utilized consultants from the County Office of Education and private consultants who work with teachers in grade level groups. In that way the specific needs of the teachers at that grade level can be met. Release time during the school day is often given for training with consultants and for additional planning time when new curriculum is adopted. The principal, assistant principal, and superintendent supports the efforts of the teachers through in-class coaching as well.

In addition, teachers work collaboratively for a minimum of two hours per week when students are engaged in enrichment classes with certificated teachers. In addition, teachers have late start Mondays where District-wide committee meetings, professional development, and additional collaboration occur.

Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are formally observed twice a year and tenured teachers are formally observed once a year. All teachers are observed informally on an ongoing basis during the school year. Evaluation criteria based on the California Standards for the Teaching Profession include: engaging and supporting all students in learning; creating and maintaining effective environments for student learning; understanding and organizing subject matter for student learning; planning instruction and designing learning experiences for all students; assessing student learning; developing as a professional educator.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,948	\$46,965
Mid-Range Teacher Salary	\$82,563	\$67,638
Highest Teacher Salary	\$108,589	\$88,785
Average Principal Salary (ES)	\$148,921	\$112,524
Average Principal Salary (MS)	\$148,921	\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$190,000	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42.0	30.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

We provide a number of programs and services that serve to support students' academic, social, and emotional growth. The following are a list of the primary programs/personnel/course offerings/resources we provide:

- Small class sizes (20:1) in all grades and courses from Kindergarten to 5th grade
- Credentialed literacy and math teachers who work with students who need additional support
- One full-time Special Education Resource Specialist and instructional assistants who provide support for identified students
- Additional SPED support services: school psychologist, speech and language pathologist, and occupational therapist
- Full time school counselor who works with students who need additional social/emotional support
- Credentialed teachers in music, art, drama, engineering, coding, and PE who serve all grade levels
- One-on-one technology (iPAD) provided to all students, and are provided to 5th grade students to take from school to home
- Digital access to academic content at all grade levels as well as web-based academic skill development programs in math, science, reading, writing, social science, and other STEM related curriculum

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14415.12	1865.33	12549.79	80,401
District	N/A	N/A	18455.58	\$83,476
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.1	-3.8
School Site/ State	47.3	11.8

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