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

Rancho Santa Fe Elementary School District
5927 La Granada, P.O. Box 809
Rancho Santa Fe, CA 92067
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District Governing Board

Todd Frank, President

Tyler Seltzer, Vice President

Scott Kahn, Member

Sarah Neal, Member

Open - Filled by Special Election
4.24.18

District Administration

David Jaffe
Superintendent

Kim Pinkerton
K-5 Principal

Garrett Corduan
6-8 Principal

School Description

Rancho Santa Fe School District, located in Rancho Santa Fe, CA and operates two schools, an elementary K-5 School and a grades 6-8 Middle School, both on a single site. In 2016-2017 643 students called R. Roger Rowe home. The district boundaries include the communities of Rancho Santa Fe, Elfin Forrest, Fairbanks Ranch, El Cielo and The Bridges. The Rancho Santa Fe community is comprised of approximately 3,000 people. According to a 2010 census, 30.5% of residents in Rancho Santa Fe had children under the age of 18 living with them. The school was completely renovated in 2010 at a cost of $35 million using voter approved bond funds. Enrollment has fluctuated between 650-700 students since 2011.

The Rancho Santa Fe school district is one of the oldest district's in San Diego County with a longstanding history demonstrating academic success. Additionally, RSF students have moved on to attend the high performing public high schools in the San Dieguito School District as well as the top private schools in the city. Unlike many elementary schools in the county and for that matter the State, RSF families are the third and fourth generation to attend R. Roger Rowe elementary school. One our most heart warming events and celebrated events is Friends and Family day where multiple generations of RSF residents attend elementary music and drama performances, as well as spending time in the classrooms. It very special to grandparents, parents, and students spend a day together in a school that is home for each of them.

While steeped in tradition, RSF is also a community who celebrates innovation and values the entrepreneur mindset. We first and foremost remain committed to being a "School of Choice" within our community, and we believe the following report supports our resolve in this area. Past work at defining the district's vision, mission, and values had been the foundation for much of the decision making. This current vision (developed in 2010), "Inspiration through Revolutionary Education", while still very applicable will be reviewed during the 2017-2018 school year by staff, parents, and students. Through the process of the collective RSF school community review, analysis, and revision (if necessary) the school community will have the opportunity to identify if adjustments need to be made. In realizing the RSF Vision, "Inspiration through Revolutionary Education", we strive to prepare each of our students with the content knowledge and skills that are necessary to not only ensure they are best prepared for success at the high school level but also they are prepared to enter a world of scientific discovery, ever-shifting paradigms, and increasingly competitive markets.

In creating and implementing the RSF Vision through the years, the following values (key principles) have guided decision-making and been the foundation for organizational expectations we have related to school/community and culture:

- We are committed to learning through active participation in an engaging, inspiring, and rigorous educational experience.
- We are a caring community that promotes mutual respect, interdependence, global awareness, and service to others.
- We have exceptional character and are personally responsible, accountable, and aware of our impact on others.

This document is an accurate and informative account of our operations and performance as it reflects our mission, vision, and values. Strong and consistent Board and District leadership coupled with the unwavering commitment and generous contributions of our community is unique to any public elementary environment across the country. Our greatest goal will be to continue to improve the growth mindset of our culture.

We invite and value your input and look forward to working with you as partners in our mission to provide all of our students an engaging, inspiring, and rigorous educational experience.

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	48
Grade 1	54
Grade 2	69
Grade 3	71
Grade 4	81
Grade 5	84
Total Enrollment	407

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	6.1
Filipino	1
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0
White	69.3
Two or More Races	10.1
Socioeconomically Disadvantaged	2.5
English Learners	4.9
Students with Disabilities	9.1
Foster Youth	0

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			
R. Roger Rowe Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	38	39	38.3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rancho Santa Fe Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	62.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
R. Roger Rowe Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	2	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)

Rancho Santa Fe School District held a public hearing on September 7, 2017, 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 and to take home. Textbooks and supplementary 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 September, 2017 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: September 7, 2017	
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	MacMillan 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Glencoe 2006 Scott Foresman 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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 in 2010 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 office. The beautiful two story campus provides students, parents, and staff a physical environment that feels more like a home (or a really nice hotel). At the center of the campus is a performing arts center that can accommodate an orchestra, dramatic performances, class assemblies, as well as student science and art shows. The campus also includes a dance studio, robotics/engineering space, as well as a number of technology 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) Year and month in which data were collected: 08/03/2017				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/03/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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	84	86	88	87	48	48
Math	85	83	87	83	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.

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	92	85	95	93	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	1.2	15.9	81.7

* 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	87	80	92.0	85.0
Male	46	42	91.3	92.9
Female	41	38	92.7	76.3
White	69	64	92.8	84.4

* 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.

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	232	225	96.98	85.78
Male	131	129	98.47	85.27
Female	101	96	95.05	86.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	92.86
Filipino	--	--	--	--
Hispanic or Latino	26	23	88.46	65.22
White	162	161	99.38	86.96
Two or More Races	23	22	95.65	95.45
Socioeconomically Disadvantaged	--	--	--	--
English Learners	18	17	94.44	52.94
Students with Disabilities	34	31	91.18	64.52

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	232	226	97.41	83.19
Male	131	130	99.24	83.08
Female	101	96	95.05	83.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	86.67
Filipino	--	--	--	--
Hispanic or Latino	26	23	88.46	65.22
White	162	161	99.38	85.09
Two or More Races	23	22	95.65	90.91
Socioeconomically Disadvantaged	--	--	--	--
English Learners	18	18	100	61.11
Students with Disabilities	34	31	91.18	61.29

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)
Parents and the community are very supportive of the programs at R. Roger Rowe Elementary School. Parents volunteer thousands of hours each year as room parents, and field trip chaperones. A Newcomers' Orientation and Barbecue, Back-to-School Coffee, and Room Parent Coffees are just a few functions where parents may become more acquainted with the school, staff, and other parents. 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.

An important organization that coordinates parent involvement at R. Roger Rowe Elementary School is the Rancho Santa Fe Education Foundation. The Education Foundation organizes volunteers, serves as the main communication vehicle in alerting parents of upcoming activities at the school, and coordinates over 30 events designed to foster a unique sense of community.

For more information and to learn how to participate in the Education Foundation and other school volunteer opportunities, please contact Education Foundation Chair Co Chairs, Julie Buchler or Andy Pollin.

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
Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. Before and after school and during lunch, instructional aides and teachers monitor campus activity and ensure student safety. The campus is monitored by security cameras during school hours.

The Comprehensive Safe School 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 orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: 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 school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in August 2017. A copy of the plan is available for public review at the school office.

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

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.0	0.0
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		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.75
Resource Specialist	
Other	.5
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	19	16	16	3	3	3						
1	16	16	18	4	4	3						
2	19	17	17	4	4	4						
3	16	20	18	5	4	4						
4	19	17	16	4	5	5						
5	18	17	17	5	5	5						

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

Professional Development provided for Teachers

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 evaluated twice a year and tenured teachers are evaluated once a year. All teachers are observed informally on an ongoing basis during the school year. Evaluation criteria are 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.

Ongoing professional development in English language arts is provided through a collaboration with Columbia Teachers College in the form of regular grade level professional development facilitated by our onsite literacy support coach. Twice per year, the staff receives PD directly from Columbia College reps who spend one day with each grade level to team. A similar structure of PD is available at each grade level for math instruction. Following the District's adoption of the Arts at RSF strategic plan (August 2017), grade level staff has been provided collaboration time with our visual & performing arts teachers to develop lessons that infuse skills emphasized in the visual performing arts standards.

Staff collaborates for 1 1/2 hours, each Monday where the majority of collaboration and professional development occur. In addition, staff attends PD opportunities both locally and outside of San Diego County. PD is made available based on current work toward meeting the District's goals.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,701	$42,598
Mid-Range Teacher Salary	$75,940	$62,232
Highest Teacher Salary	$98,227	$80,964
Average Principal Salary (ES)	$139,049	$102,366
Average Principal Salary (MS)	$139,049	$104,982
Average Principal Salary (HS)		
Superintendent Salary	$189,012	$117,868
Percent of District Budget		
Teacher Salaries	43%	32%
Administrative Salaries	5%	7%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9894.66	1185.18	8709.48	79,403.10
District	♦	♦	13608.56	$73,794
State	♦	♦	$6,574	$61,939
Percent Difference: School Site/District			-36.0	0.0
Percent Difference: School Site/ State			53.4	30.2

* Cells with ♦ do not require data.

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 8th grade
- Literacy and math support specialists K-5 who work in conjunction with the classroom teacher as well as pull-out support
- 2 Full-time special education resource specialist, supported by 5 instructional assistants who provide one one one support for students identified as needing the suppport
- Additional SPED support services: school psychologist, speech and language pathologist and occupational therapist
- Full-time credentialed teachers in math, Science, music, dance, art, and Spanish who serve all grade levels
- One-on-one technology (IPAD) provided to 4th-8th grade.
- Advanced math and reading classes for 3rd-5th grade
- Class sets of IPADS in Kinder-3rd grade
- 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
- Advanced math and reading programs grades 3-5

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.