

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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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Rancho Santa Fe Elementary School District

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District Governing Board

Todd Frank, President
Tyler Seltzer, Vice President
Marti Ritto, Clerk
Scott Kahn, Member
Sarah Neal, Member

District Administration

David Jaffe
Superintendent
Kim Pinkerton
K-5 Principal
Garrett Corduan
6-8 Principal

A Message from the Administration

Vision and Values

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. In turn, we have developed an over-arching Vision for our District—to provide a unifying goal behind our ambitions and commitment.

“Inspiration through Revolutionary Education” Simply stated, we are devoted to preparing our students for the world that awaits them—a world of scientific discovery, ever-shifting paradigms, and increasingly competitive markets.

In making our vision a reality, we have identified the following values— key principles that will guide the school culture and decision-making.

“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.”

These values will anchor all future decisions on behalf of the District, and will influence the culture of the learning community.

R. Roger Rowe's vision and values go hand-in-hand with a review of our results. This document contains a description of our current programs and practices for the 2015-2016 school year, as well as comparative State and school data for the 2015-2016 school year (according to State guidelines). As many of you are aware, Proposition 98, which passed 20 years ago, provided the voters of California with access to an annual report issued by all local school boards, providing valuable information on each public, elementary and secondary school in the State. The goal of this initiative was to ensure parents and other interested community members be privy to a variety of details regarding each school, including both its successes and areas for improvement.

This document is an accurate and informative account of our operations and performance as it adheres to our mission, vision, and values. As I have assumed the role of Superintendent following the achievement results reported from 2015-2016, I fully acknowledge and appreciate the history of success in our District resulting from the hard work and dedication of our students and staff. The unwavering commitment and generous contributions of our community is unique to any public elementary environment across the country.

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.

Sincerely,
David Jaffe, Superintendent

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	49
Grade 1	64
Grade 2	69
Grade 3	78
Grade 4	84
Grade 5	83
Total Enrollment	427

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	5.4
Filipino	0.9
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0
White	74.7
Two or More Races	6.8
Socioeconomically Disadvantaged	2.3
English Learners	5.4
Students with Disabilities	8.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	38	38	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rancho Santa Fe Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	60.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
R. Roger Rowe Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	2
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Rancho Santa Fe School District held a public hearing on September 11, 2015, 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, 2015 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 11, 2015	
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

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. Five recently constructed (2011) 2-story buildings and one performing arts center provide our students and staff a beautiful environment to work and learn in. The newer school buildings include a library, performing arts center, computer labs, and three playgrounds on the 9.6 acre campus.

The 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: 08/01/2016				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/01/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85	92	85	90	95	93	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	2.4	16.9	80.7

* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	83	84	82	88	44	48
Math	85	85	78	87	34	36

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	79	75	94.9	93.3
	4	85	80	94.1	75.0
	5	87	76	87.4	82.9
Male	3	44	42	95.5	95.2
	4	46	43	93.5	69.8
	5	46	41	89.1	85.4
Female	3	35	33	94.3	90.9
	4	39	37	94.9	81.1
	5	41	35	85.4	80.0
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	59	56	94.9	96.4
	4	56	55	98.2	72.7
	5	69	61	88.4	80.3
Two or More Races	3	--	--	--	--
	4	11	10	90.9	90.0
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	79	75	94.9	92.0
	4	85	82	96.5	82.9
	5	87	77	88.5	80.5
Male	3	44	42	95.5	97.6
	4	46	45	97.8	86.7
	5	46	41	89.1	85.4
Female	3	35	33	94.3	84.8
	4	39	37	94.9	78.4
	5	41	36	87.8	75.0
Black or African American	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	59	56	94.9	96.4
	4	56	55	98.2	81.8
	5	69	61	88.4	78.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	11	10	90.9	90.0
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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 Kristin Moss.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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		0
Percent of Schools Currently in Program Improvement		.0

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	.5
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	.5
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	19	19	3	3	3						
1	16	16	16	4	4	4						
2	16	19	19	4	4	4						
3	18	16	16	4	5	5						
4	20	19	19	4	4	4						
5	17	18	18	5	5	5						

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.

Each Monday morning for 1.5 hours, teachers engage in professional development sessions based on District goals and objectives. This professional development allows for continued learning on the par of our teachers.

New teachers and teachers not yet fully credentialed are supported by peer coaching and The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to newly credentialed teachers.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,283	\$41,085
Mid-Range Teacher Salary	\$73,729	\$59,415
Highest Teacher Salary	\$95,367	\$75,998
Average Principal Salary (ES)	\$135,000	\$100,438
Average Principal Salary (MS)	\$135,000	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$189,012	\$116,069
Percent of District Budget		
Teacher Salaries	44%	33%
Administrative Salaries	5%	7%

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

Types of Services Funded

- Special Education
- Economic Impact Aid
- Peer Assistance and Review
- School Improvement Program
- Instructional Material (digital and print) support for math, ELA, science, social science, and visual & performing arts
- Class Size Reduction
- Mentor Teacher
- Educational Technology
- Literacy & Intervention pull-out program

* Advanced math and reading programs grades 3-5

FY 2014-15 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	79,403.10
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			-36.0	0.0
Percent Difference: School Site/ State			53.4	30.2

* Cells with ♦ do not require data.

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.