



R. Roger Rowe Middle School

5927 La Granada, P.O. Box 809 • Rancho Santa Fe, CA 92067 • (858) 756-1141 • Grades 6-8
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<http://rsfschool.net>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Rancho Santa Fe Elementary School District

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District Governing Board

Sarah Neal, President
Tyler Seltzer, Vice President
Kali Kim, Clerk
Scott Kahn, Member
Jee Manghani, Member

District Administration

Donna S. Tripi
Superintendent
Garrett Corduan
6-8 Principal
Kim Pinkerton
K-5 Principal

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 600 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, a one-to-one ratio of ipads/laptops to students, and flexible seating. Our science classrooms are true lab/classrooms specifically designed for the area of science taught. The school is adjacent to the Rancho Santa Fe Public Library and the Rancho Santa Fe Community Center. Both partner with the school to provide programs and after school care.

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 a robust offering of electives in the arts, technology, science, and robotics at our middle school. 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 their passions. Our Robotics Team competes at a local, regional, and national level.

We also have a strong athletic program, offering after school programs in soccer, track and field, cross country, wrestling, basketball, volleyball, tennis, golf, and football with trained coaches.

Our character education program teaches students to have exceptional character and to be personally responsible, accountable, and aware of our impact on others. We are a caring community that promotes mutual respect, interdependence, global awareness, and service to others. To that end, our Student Council organizes school wide philanthropic campaigns, e.g. childhood diseases, animal welfare.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	85
Grade 7	75
Grade 8	85
Total Enrollment	245

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.4
Asian	6.1
Filipino	0.4
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.0
White	73.5
Socioeconomically Disadvantaged	4.5
English Learners	3.7
Students with Disabilities	10.2
Foster Youth	0.0

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 Middle School	16-17	17-18	18-19
With Full Credential	21.8	24.5	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Rancho Santa Fe Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
R. Roger Rowe Middle School	16-17	17-18	18-19
Teachers of English Learners	1	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2018-19)

Rancho Santa Fe School District held a public hearing on September 13, 2018 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 2004 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	Math In Focus CMP3 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CPO Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Glencoe 2006 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 Middle 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 class assemblies, as well as student science and art shows. The campus also includes a dance studio, robotics/engineering space, and a number of science and technology labs.

This chart shows the results of the most recent school facilities inspection. Facilities at R. Roger Rowe Middle 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
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	

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
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	88.0	83.0	87.0	85.0	48.0	50.0
Math	82.0	81.0	83.0	82.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	7.8	29.9	59.7

* 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.

**School Year 2017-18 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	246	232	94.31	82.76
Male	133	129	96.99	79.84
Female	113	103	91.15	86.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	80.00
Hispanic or Latino	25	24	96.00	75.00
White	181	171	94.48	84.21
Two or More Races	19	18	94.74	83.33
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	12	100.00	25.00
Students with Disabilities	28	26	92.86	46.15

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 2017-18 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	246	232	94.31	81.47
Male	133	129	96.99	83.72
Female	113	103	91.15	78.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	93.33
Hispanic or Latino	25	24	96	66.67
White	181	171	94.48	81.29
Two or More Races	19	18	94.74	94.44
Socioeconomically Disadvantaged	--	--	--	--
English Learners	12	12	100	41.67
Students with Disabilities	28	26	92.86	46.15

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the programs at R. Roger Rowe Middle School. Parents volunteer thousands of hours each year as room parents, and field trip chaperones. A Newcomers' Welcome Reception, Back-to-School Coffee, Principals' Coffees, 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 Middle School with a sense of pride in their school and connection to their community.

The Rancho Santa Fe Education Foundation, comprised of parents with students at all grades levels has historically raised funds that equate to approximately 10% of the overall district budget. The Education Foundation also organizes volunteers and is a main communication vehicle in alerting parents of upcoming activities at the school.

For more information and to learn how to participate in the Education Foundation and other school volunteer opportunities, please contact Barbara Edwards (bedwards@rsf.k12.ca.us)

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, required to check in at the school office upon arrival and to obtain and wear a visitor's badge for the entire length of their stay at school. Visitors are required to return to the school office upon their 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.

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. 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 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 school office.

The school'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 school has implemented the Bright Arrow emergency communication system that allows the District to place up to 25,000 telephone calls and text messages to emergency contacts within 15 minutes.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	3
Other	
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	16	15	15	29	28	33	7		1			

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	15.0	15.0	15.0	20	21	22						
Mathematics	13.0	15.0	14.0	7	7	11						
Science	15.0	16.0	16.0	10	10	10						
Social Science	17.0	17.0	15.0	9	9	11						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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.

Teachers are given time to collaborate in departments and grade levels each Monday and after school. 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,892	\$44,375
Mid-Range Teacher Salary	\$81,945	\$65,926
Highest Teacher Salary	\$104,372	\$82,489
Average Principal Salary (ES)	\$146,001	\$106,997
Average Principal Salary (MS)	\$146,001	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$190,000	\$121,894
Percent of District Budget		
Teacher Salaries	43.0	32.0
Administrative Salaries	6.0	7.0

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

Types of Services Funded

- Small class sizes (20-1) in all grades and courses from 5th to 8th grade
- One full-time special education resource specialist, supported by instructional assistants who provide one on one support for students identified as needing the support
- 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.
- 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
R. Roger Rowe Middle School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Rancho Santa Fe Elementary School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5565.75	666.67	4899.08	79,403.10
District	◆	◆	13608.56	\$78,318
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			-64.0	0.0
Percent Difference: School Site/ State			-13.7	30.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.