

R. Roger Rowe Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2022-23 School Contact Information

School Name	R. Roger Rowe Middle School
Street	5927 La Granada, P.O. Box 809
City, State, Zip	Rancho Santa Fe, CA 92067
Phone Number	(858) 756-1141
Principal	Kelly Stine, Interim Middle School Principal
Email Address	kstine@rsf.k12.ca.us
School Website	http://rsfschool.net
County-District-School (CDS) Code	37 68312 6070908

2022-23 District Contact Information

District Name	Rancho Santa Fe Elementary School District
Phone Number	(858) 756-1141
Superintendent	Donna S. Tripi
Email Address	dtripi@rsf.k12.ca.us
District Website Address	http://rsfschool.net

2022-23 School Overview

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 approximately 600 students from the communities of Rancho Santa Fe, El Cielo, The Bridges, and Elfin Forest. We are committed to being the school of choice within our community. After their K-8 experience, Rancho Santa Fe students move on to attend the high-performing public high schools in the San Dieguito High School District.

2022-23 School Overview

The campus 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 a turf athletic field. The middle school houses four fully equipped science labs, an engineering room, a library, and a computer lab. All of our state of the art classrooms are equipped with interactive whiteboards, document cameras, and a one-to-one ratio of iPads to students. The campus 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 diverse elective program with offerings in music, art, drama, science, Spanish, 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 emphasis on social/emotional learning helps students to develop social/emotional competencies and to be personally responsible, resilient, and aware of their impact on others. We are a caring community that promotes mutual respect, interdependence, global awareness, and service to others.

R. Roger Rowe Middle School also takes great pride in our athletic program. We offer many options for PE, including a general PE class, team sports, and independent study where students may pursue their own athletic interests, e.g. horseback riding, skating. Team sports are taught by expert coaches and elite athletes in soccer, track and field, cross country, wrestling, basketball, volleyball, golf, and flag football.

Our parent population is very supportive of our efforts and partner with us in the education of their children. The Rancho Santa Fe Education Foundation supports the District through executing successful fundraising campaigns, hosting community-building events, and providing volunteers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	75
Grade 7	77
Grade 8	76
Total Enrollment	228

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.0
Asian	8.8
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.9
White	70.6
English Learners	3.9
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	5.3
Students with Disabilities	7.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	91.84	43.30	89.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	4.62	2.30	4.87	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.72	0.50	1.04	12115.80	4.41
Unknown	0.10	0.76	2.00	4.23	18854.30	6.86
Total Teaching Positions	18.30	100.00	48.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	81.73	45.60	92.03	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	10.54	1.90	4.01	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.65	1.00	2.02	11953.10	4.28
Unknown	0.90	5.03	0.90	1.92	15831.90	5.67
Total Teaching Positions	18.80	100.00	49.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.90

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.50
Total Out-of-Field Teachers	0.50	0.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	10.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Rancho Santa Fe School District held a public hearing on September 15, 2022, 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 and instructional materials in core subjects for use in the classroom and for home assignments. Textbooks and supplemental materials are adopted according to a cycle, making the textbooks used in the school current. Materials approved for use by the State are reviewed by teachers and administrators 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 below displays information collected in September 2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin 2004 Teacher's College Reading & Writing Workshop materials 2005	Yes	0
Mathematics	Open Up Resources 2019	Yes	0
Science	Delta Education - Foss 2019	Yes	0
History-Social Science	TCI - 2020	Yes	0
Foreign Language	Spanish Courses - Realidades - 1A, 1B, and 2	Yes	0

School Facility Conditions and Planned Improvements

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, class assemblies, student science showcases, and art shows. The campus also includes a library, a number of science and technology labs, robotics/engineering space, and a dance studio. The outdoor space includes three playgrounds, a state-of-the-art athletic field, lunch patios, courtyards, and blacktop areas.

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.

Year and month of the most recent FIT report

03/30/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Overall, the condition of the roofs of all classroom buildings is good. The gymnasium roof is in poor condition and is scheduled to be replaced in the summer of 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	92	N/A	91	N/A	47
Mathematics (grades 3-8 and 11)	N/A	79	N/A	84	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	221	96.09	3.91	92.40
Female	107	99	92.52	7.48	91.92
Male	123	122	99.19	0.81	90.98
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	19	95.00	5.00	89.47
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	26	89.66	10.34	73.08
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	19	100.00	0.00	94.74
White	160	155	96.88	3.12	94.19
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	53.85

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	218	94.78	5.22	79.36
Female	107	98	91.59	8.41	76.53
Male	123	120	97.56	2.44	81.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	19	95.00	5.00	94.74
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	29	24	82.76	17.24	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	19	100.00	0.00	73.68
White	160	154	96.25	3.75	82.47
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	23.08

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	34.33	69.57	51.41	75.52	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	69	89.61	10.39	69.57
Female	30	23	76.67	23.33	60.87
Male	47	46	97.87	2.13	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	48	90.57	9.43	70.83
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	98.70%	--	97.40%	92%
Grade 7	94.70%	93.40%	--	89.50%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the programs at R. Roger Rowe Middle School. Each year, parents volunteer hundreds of hours to support our efforts at school and to help with events, both on and off campus. They also serve on District committees.

The District has an Education Foundation that raises funds each year to support our programs. The Foundation's primary fundraising effort is a very successful annual giving campaign, highlighted by "Red Envelope Day," complete with festivities. Our Community Partners program provides local businesses with an opportunity to support the schools programs. The annual "Creative Affair" art auction showcases our students' artistic achievements, provides a community-building event for the school, and is also a successful fundraiser. Our Education Foundation also organizes social events for the school. 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 District hosts Principal's Coffees, Superintendent's Chats, and Board Members' Coffees to keep parents informed and provide a venue for questions and concerns. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	237	235	0	0.0
Female	109	107	0	0.0
Male	128	128	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	20	20	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	32	31	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	0	0.0
White	163	162	0	0.0
English Learners	10	9	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	13	13	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	0	0.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	1.0	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.0	1.0	1.0	1.06	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.0	0.00
Female	0.0	0.00
Male	1.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.61	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 on February 11, 2022. Safety procedures, including elements of the Comprehensive School Safety Plan, are reviewed with school and District staff at the start of each school year. A copy of the plan is available for public review at the school 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 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	20	0	0
Mathematics	14	10	0	0
Science	14	10	0	0
Social Science	16	9	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	21	0	0
Mathematics	13	11	0	0
Science	16	9	0	0
Social Science	16	11	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	20	0	0
Mathematics	14	11	0	0
Science	15	10	0	0
Social Science	17	10	0	0

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20514.09	2666.83	17847.26	80,401
District	N/A	N/A	17847.26	\$88,400
Percent Difference - School Site and District	N/A	N/A	0.0	-9.5
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	92.1	8.2

2021-22 Types of Services Funded

- Small class sizes (20:1) in all grades and courses from 6th to 8th grade
- Two full-time Special Education Resource Specialists, who team-teach with general education teachers in reading, math, and writing to provide services to Special Education students within the general education setting. They also provide intervention services and small group and individual support to identified students
 - Special Education instructional assistants who provide one-on-one support to 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 ELA, math, science, music, art, drama, Spanish, and all electives
 - One-on-one technology (iPad) provided 6th-8th grade that travel 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,066	\$46,844
Mid-Range Teacher Salary	\$83,066	\$73,398
Highest Teacher Salary	\$112,932	\$93,345
Average Principal Salary (Elementary)	\$126,693	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$205,000	\$136,296
Percent of Budget for Teacher Salaries	38%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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, history/social science, technology initiatives, and social/emotional learning.

The professional development offered through the District has utilized consultants from the County Office of Education and private consultants who work with teachers in department groups. In that way the specific needs of the teachers in each department can be met. Release time during the school day is often given for the training with consultants and for additional planning time when new curriculum is adopted. The principal supports the efforts of the teachers through professional coaching as well. In addition, teachers have late start Mondays where District-wide committee meetings, professional development, and 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 three times a year and tenured teachers are formally observed twice 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; and developing as a professional educator.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4