

R. Roger Rowe Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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	Joseph Erpelding, Principal
Email Address	jerpelding@rsf.k12.ca.us
School Website	http://rsfschool.net
County-District-School (CDS) Code	37 68312 6070908

2023-24 District Contact Information

District Name	Rancho Santa Fe Elementary School District
Phone Number	(858) 756-1141
Superintendent	Dr. Tom Bennett
Email Address	tbennett@rsf.k12.ca.us
District Website	http://rsfschool.net

2023-24 School Description and Mission Statement

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 550 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.

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 technology. 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.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	71
Grade 7	79
Grade 8	74
Total Enrollment	224

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
Asian	7.6%
Black or African American	0.9%
Hispanic or Latino	14.7%
Two or More Races	4.5%
White	65.6%
English Learners	3.1%
Foster Youth	0.4%
Socioeconomically Disadvantaged	4%
Students with Disabilities	9.8%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	5.5	10
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Rancho Santa Fe School District held a public hearing on September 15, 2023, 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 2023 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
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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			
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 was replaced in the summer of 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	91	86	91	87	47	46
Mathematics (grades 3-8 and 11)	79	80	84	83	33	34

2022-23 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	227	210	92.51	7.49	85.71
Female	117	105	89.74	10.26	84.76
Male	110	105	95.45	4.55	86.67
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	94.44
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	33	91.67	8.33	81.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	24	96.00	4.00	83.33
White	144	132	91.67	8.33	86.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	57.69

2022-23 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	227	209	92.07	7.93	80.38
Female	117	105	89.74	10.26	76.19
Male	110	104	94.55	5.45	84.62
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	89.47
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	33	91.67	8.33	72.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	23	92.00	8.00	86.96
White	144	131	90.97	9.03	80.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	36.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	69.57	76.47	75.52	74.47	29.47	30.29

2022-23 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	76	68	89.47	10.53	76.47
Female	36	29	80.56	19.44	82.76
Male	40	39	97.50	2.50	71.79
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	13	12	92.31	7.69	75.00
White	46	42	91.30	8.70	71.43
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100%	100%	-	100%	100%
Grade 7	92%	94%	-	94%	94%

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.

2023-24 Opportunities for Parental Involvement

The parent community is very supportive of the people and programs at R. Roger Rowe Middle School. Each year, parents volunteer hundreds of hours to attend meetings, support events, serve as room parents, participate on our Education Foundation, and help chaperones field trips.

The District has an Education Foundation that raises funds each year to support our programs. Their primary source of fundraising is a very successful annual giving campaign, highlighted by "Red Envelope Day", complete with festivities. Our Community Partners program provides opportunities for local businesses to partner with the District to support events. The annual art auction showcases our students' artistic talents, provides a lovely community-building event for parents, and is also a successful fundraiser. Our Education Foundation also organizes social events for the school community. 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 grade-level coffees to help keep parents informed, connected with other parents, and provide parents a venue for questions and concerns. The Superintendent, principal, administrators, and leaders of the Education Foundation produce a weekly newsletter that keeps parents informed. Parent education, such as the annual Cyber Safety Workshop, Bike/E-Bike Training, etc. are responsive to parents' needs, requests, and concerns.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	232	231	33	14.3
Female	120	119	18	15.1
Male	112	112	15	13.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	19	19	1	5.3
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	36	36	9	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	148	148	21	14.2
English Learners	10	9	1	11.1
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	11	11	6	54.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	3	11.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.30	0.42	5.60	0.50	0.16	2.18	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.6	0
Female	2.5	0
Male	8.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	10.53	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.05	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 23, 2023. Safety procedures, including elements of the Comprehensive School Safety Plan, are reviewed with school and District staff. 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 in place 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.

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	15		
Mathematics	16	14		
Science	16	14		
Social Science	16	14		

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	14	16		
Mathematics	15	15		
Science	15	15		
Social Science	15	15		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	0	0
Mathematics	15	15	0	0
Science	15	15	0	0
Social Science	15	15	0	0

2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$23,242	\$4,253	\$18,989	\$93,893
District	N/A	N/A	\$18,989	\$93,893
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	85.6	21.4

Fiscal Year 2022-23 Types of Services Funded

- Small class sizes (20:1) in all grades and courses from 6th to 8th grade
- One full-time Special Education Resource Specialist who team-teaches with general education teachers in reading, math, and writing to provide services to Special Education students within the general education setting. She also provides

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) for all students for school and to take 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$60,000	\$48,481
Mid-Range Teacher Salary	\$95,467	\$73,129
Highest Teacher Salary	\$128,254	\$99,406
Average Principal Salary (Elementary)	\$144,883	\$117,381
Average Principal Salary (Middle)	\$144,883	\$128,158
Average Principal Salary (High)	N/A	
Superintendent Salary	\$205,000	\$138,991
Percent of Budget for Teacher Salaries	38.77%	29.34%
Percent of Budget for Administrative Salaries	4.57%	5.99%

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.

Our professional development supports our curriculum adoptions, District priorities, new technology, and social/emotional learning through Advisory. Past professional development offered through the District has utilized consultants who work with teachers in grade level teams. In that way, the specific needs of the teachers at that grade level can be met. Content-specific teachers collaborate during the last 40 minutes of the day while students are in athletics and PE. In addition, teachers have late start Mondays where District-wide committee meetings, professional development, and additional collaboration occur. Our Instructional Leadership Team of teachers provides insights to programmatic needs and instructional insights.

Evaluations and formal observations are designed to encourage collaborative goals and to comply with the State's evaluation criteria and District policies. Temporary, probationary and tenured teachers are formally observed. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	