

# R.Roger Rowe Elementary

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

|   |   |
|---|---|
| <b>Admission Requirements for the University of California (UC)</b>     | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .  |
| <b>Admission Requirements for the California State University (CSU)</b> | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> . |

## 2025-26 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | R.Roger Rowe Elementary                                 |
| <b>Street</b>                            | 5927 La Granada, P.O. Box 809                           |
| <b>City, State, Zip</b>                  | Rancho Santa Fe, CA 92067                               |
| <b>Phone Number</b>                      | (858) 756-1141  |
| <b>Principal</b>                         | Joseph Erpelding, Principal                             |
| <b>Email Address</b>                     | jerpelding@rsf.k12.ca.us                                |
| <b>School Website</b>                    | <a href="http://rsfschool.net">http://rsfschool.net</a> |
| <b>Grade Span</b>                        | P-5   |
| <b>County-District-School (CDS) Code</b> | 37 68312 6039051  |

## 2025-26 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Rancho Santa Fe Elementary School District              |
| <b>Phone Number</b>     | (858) 756-1141  |
| <b>Superintendent</b>   | Kim Piinkerton  |
| <b>Email Address</b>    | kpinkerton@rsf.k12.ca.us                                |
| <b>District Website</b> | <a href="http://rsfschool.net">http://rsfschool.net</a> |

## 2025-26 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 500 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 Union 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, a library, three

## 2025-26 School Description and Mission Statement

playgrounds, and a turf athletic field. 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 our comprehensive enrichment programs in music, art, drama, mathematics, and engineering. We are committed to engaging students in their learning, inspiring 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 students engage in Physical Education classes taught by certificated PE teachers each week at the elementary school.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 39                 |
| Grade 1                 | 51                 |
| Grade 2                 | 39                 |
| Grade 3                 | 66                 |
| Grade 4                 | 69                 |
| Grade 5                 | 56                 |
| <b>Total Enrollment</b> | <b>316</b>         |

### 2024-25 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 45.6                        |
| Male                             | 54.4                        |
| American Indian or Alaska Native | 0.3                         |
| Asian                            | 8.5                         |
| Black or African American        | 0.3                         |
| Filipino                         | 0.3                         |
| Hispanic or Latino               | 11.7                        |
| Two or More Races                | 5.7                         |
| White                            | 69.6                        |
| English Learners                 | 7.9                         |
| Socioeconomically Disadvantaged  | 5.7                         |
| Students with Disabilities       | 17.1                        |

## **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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 30.1          | 98.37          | 45.6            | 92.03            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0               | 0                | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 1.9             | 4.01             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.5           | 1.63           | 1               | 2.02             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 0.9             | 1.92             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 30.6          | 100            | 49.5            | 100              | 279044.8     | 100           |

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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27.2          | 94.78          | 42.9            | 88.71            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0.8             | 1.71             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 1.1             | 2.39             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1             | 3.48           | 1.8             | 3.78             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0.4           | 1.7            | 1.6             | 3.39             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 28.7          | 100            | 48.4            | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 27.7          | 96.52          | 42.7            | 91.6             | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 0               | 0                | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 0.1             | 0.34             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 1.5             | 3.23             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 1             | 3.48           | 2.2             | 4.8              | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 28.7          | 100            | 46.6            | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>  | 0.00    | 0       | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0       | 0       |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 1       | 0       |
| <b>Local Assignment Options</b>                               | 0.50    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.50    | 1       | 0       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Rancho Santa Fe School District held a public hearing on September 29, 2025, 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 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

|  |                |
|--|----------------|
| <b>Year and month in which the data were collected</b> | September 2025 |
|--|----------------|

| Subject                       | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|--|
| <b>Reading/Language Arts</b>  | Teachers College Reading & Writing Workshop Project Units of Study 2005  | 0  |
| <b>Mathematics</b>            | Open Up Math   | 0  |
| <b>Science</b>                | Delta Education - Foss 2019  | 0  |
| <b>History-Social Science</b> | Scott Foresman 2001  | 0  |

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

## School Facility Conditions and Planned Improvements

R. Roger Rowe Elementary School provides a safe, clean environment for students, staff, and community members. In 2010, we completed a district-wide modernization project where we demolished the original school buildings which were built in 1955. The campus was rebuilt 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 instructional assemblies, as well as student science and art shows. The campus also includes a dance studio, robotics/engineering space, science labs, a library, and a number of computer science labs. The outdoor space includes three playgrounds, a turf athletic field, lunch patios, courtyards, and blacktop areas.

## School Facility Conditions and Planned Improvements

This chart shows the results of the most recent school facilities inspection. Facilities at R. Roger Rowe Elementary School are conducted on an annual basis.

Year and month of the most recent FIT report

March 25, 2025

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|--|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |  |
| <b>Electrical</b>  | X         |           |           |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |  |
| <b>Structural:</b><br>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. |
| <b>External:</b><br>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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject  | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 85             | 84             | 85               | 84               | 47            | 48            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 88             | 86             | 83               | 84               | 35            | 37            |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 191                     | 183                  | 95.81                 | 4.19                      | 84.15                          |
| Female  | 88                      | 86                   | 97.73                 | 2.27                      | 89.53                          |
| Male  | 103                     | 97                   | 94.17                 | 5.83                      | 79.38                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | 16                      | 15                   | 93.75                 | 6.25                      | 73.33                          |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 17                      | 17                   | 100.00                | 0.00                      | 82.35                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 14                      | 12                   | 85.71                 | 14.29                     | 100.00                         |
| White   | 140                     | 135                  | 96.43                 | 3.57                      | 85.93                          |
| English Learners                              | 14                      | 12                   | 85.71                 | 14.29                     | 50.00                          |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| 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                    | 32                      | 26                   | 81.25                 | 18.75                     | 57.69                          |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 191                     | 184                  | 96.34                 | 3.66                      | 85.87                          |
| <b>Female</b>  | 88                      | 87                   | 98.86                 | 1.14                      | 86.21                          |
| <b>Male</b>  | 103                     | 97                   | 94.17                 | 5.83                      | 85.57                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 16                      | 16                   | 100.00                | 0.00                      | 81.25                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 17                      | 17                   | 100.00                | 0.00                      | 64.71                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 14                      | 13                   | 92.86                 | 7.14                      | 100.00                         |
| <b>White</b>   | 140                     | 134                  | 95.71                 | 4.29                      | 88.81                          |
| <b>English Learners</b>                              | 14                      | 13                   | 92.86                 | 7.14                      | 30.77                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | --                      | --                   | --                    | --                        | --                             |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 32                      | 27                   | 84.38                 | 15.62                     | 55.56                          |

## 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 78.79             | 80.36             | 64                  | 72.65               | 30.73            | 32.52            |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 56               | 56            | 100.00         | 0.00               | 80.36                   |
| Female  | 27               | 27            | 100.00         | 0.00               | 85.19                   |
| Male  | 29               | 29            | 100.00         | 0.00               | 75.86                   |
| 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   | 39               | 39            | 100.00         | 0.00               | 87.18                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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  | 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.

#### 2025-26 Opportunities for Parental Involvement

The parent community is very supportive of the people and programs at R. Roger Rowe Elementary 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 "Invest in the Nest 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 Elementary 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 are responsive to parents' needs, requests, and concerns.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 329                   | 328                                     | 41                        | 12.5                     |
| Female  | 149                   | 149                                     | 18                        | 12.1                     |
| Male  | 180                   | 179                                     | 23                        | 12.8                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 28                    | 28                                      | 4                         | 14.3                     |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 37                    | 37                                      | 7                         | 18.9                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 18                    | 18                                      | 2                         | 11.1                     |
| White   | 230                   | 229                                     | 24                        | 10.5                     |
| English Learners                              | 33                    | 33                                      | 7                         | 21.2                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 25                    | 25                                      | 4                         | 16.0                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 69                    | 68                                      | 9                         | 13.2                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 3              | 3              | 2.18             | 3                | 3                | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 3.0              | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 3.0              | 0.00            |
| Non-Binary                                    | 0.00             | 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                                      | 1.0              | 0.00            |
| Hispanic or Latino                            | 0.0              | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 2.0              | 0.00            |
| English Learners                              | 1.0              | 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                    | 2.0              | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 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 procedures; policies related to suspension and expulsion; notification to teachers of dangerous students; 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.

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 Board of Education will be meeting on February 18, 2025 to review and approve the 2024-25 safety plan.

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.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | -                  | -                                    | -                                     | -                                   |
| K           | 27                 | 2                                    | 5                                     | 0                                   |
| 1           | 43                 | 3                                    | 0                                     | 5                                   |
| 2           | 40                 | 4                                    | 0                                     | 5                                   |
| 3           | 42                 | 3                                    | 0                                     | 5                                   |
| 4           | 44                 | 4                                    | 0                                     | 5                                   |
| 5           | 53                 | 4                                    | 0                                     | 5                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | -                  | -                                    | -                                     | -                                   |
| K           | 32                 | 3                                    | 0                                     | 3                                   |
| 1           | 29                 | 2                                    | 0                                     | 3                                   |
| 2           | 34                 | 4                                    | 0                                     | 3                                   |
| 3           | 36                 | 4                                    | 0                                     | 3                                   |
| 4           | 37                 | 3                                    | 0                                     | 4                                   |
| 5           | 41                 | 4                                    | 0                                     | 3                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK          | -                  | -                                    | -                                     | -                                   |
| K           | 26                 | 3                                    |                                       | 4                                   |
| 1           | 36                 | 3                                    |                                       | 4                                   |
| 2           | 28                 | 3                                    |                                       | 4                                   |
| 3           | 16                 | 4                                    |                                       |                                     |
| 4           | 46                 | 4                                    |                                       | 5                                   |
| 5           | 40                 | 3                                    |                                       | 4                                   |
| Other       | 65                 |                                      |                                       | 4                                   |

## 2024-25 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 | 662   |

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 0.3                              |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                              | \$95,198               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | -199.6                 |
| State   | N/A                          | N/A                                 | \$11,146                              | \$85,291               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 55.2                                  | -199.5                 |

## Fiscal Year 2024-25 Types of Services Funded

We provide a number of programs and services that support students' academic, social, and emotional growth. The following is a list of the primary programs/personnel/course offerings/resources we provide:

- Small class sizes (20:1) in all grades and enrichment classes from Kindergarten to 5th grade
- Credentialed teachers who work with students who need additional support in reading and mathematics
- Full time Special Education Resource Specialists and instructional assistants who provide support for identified students
- Additional Special Education support services: school psychologist, speech and language pathologists, and occupational therapist
- Full-time school counselor who provides classroom lessons to all students and who works with individuals and small groups who need additional social/emotional support
- Credentialed teachers in science, music, art, drama, engineering, and PE who serve all grade levels
- One-on-one technology (iPad) provided to all students to use at school and to take home

## Fiscal Year 2024-25 Types of Services Funded

- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$62,700        | \$55,248                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$94,925        | \$80,746                                     |
| <b>Highest Teacher Salary</b>                        | \$134,025       | \$109,655                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$140,519       | \$133,828                                    |
| <b>Average Principal Salary (Middle)</b>             | \$136,096       | \$142,253                                    |
| <b>Average Principal Salary (High)</b>               |                 |  |
| <b>Superintendent Salary</b>                         | \$225,000       | \$155,954                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28.84%          | 25.26%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.7%            | 6.12%  |

## 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 morning meetings and 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. Release time during the school day is often given for training with grade-level teams and for additional planning time. The principal supports the efforts of the teachers through professional coaching in the classrooms as well. Grade level teachers also work collaboratively for a minimum of two hours per week when students are engaged in enrichment classes with certificated teachers. 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 | 2023-24 | 2024-25 | 2025-26 |
|---------|---------|---------|---------|
|---------|---------|---------|---------|

**Professional Development**

|  |   |   |   |
|--|---|---|---|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 4 | 4 | 6 |
|--|---|---|---|