

R. Roger Rowe Middle School

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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/ .

2025-26 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	Lindsey Conley, Principal
Email Address	lconley@rsf.k12.ca.us
School Website	http://rsfschool.net
Grade Span	6-8
County-District-School (CDS) Code	37 68312 6070908

2025-26 District Contact Information

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

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 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,

2025-26 School Description and Mission Statement

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 or 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 partners 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	63
Grade 7	71
Grade 8	61
Total Enrollment	195

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.5
Asian	7.9
Black or African American	1.1
Filipino	0.5
Hispanic or Latino	12.2
Two or More Races	6.9
White	67.2
English Learners	3.7
Socioeconomically Disadvantaged	6.3
Students with Disabilities	16.4

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.4	81.73	45.6	92.03	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	10.54	1.9	4.01	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.65	1	2.02	11953.1	4.28
Unknown/Incomplete/NA	0.9	5.03	0.9	1.92	15831.9	5.67
Total Teaching Positions	18.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	79.84	42.9	88.71	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	4.22	0.8	1.71	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	5.89	1.1	2.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	4.22	1.8	3.78	11746.9	4.23
Unknown/Incomplete/NA	1.1	5.79	1.6	3.39	14303.8	5.15
Total Teaching Positions	19.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	83.68	42.7	91.6	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.89	0.1	0.34	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	8.41	1.5	3.23	12112.8	4.34
Unknown/Incomplete/NA	1.2	6.91	2.2	4.8	13705.8	4.91
Total Teaching Positions	17.9	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
Permits and Waivers	0.00	0	0
Misassignments	1.90	1.1	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.90	1.1	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.50	0.8	0.5
Total Out-of-Field Teachers	0.50	0.8	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	0	1.8
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	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 09, 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.

Year and month in which the data were collected 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
Reading/Language Arts	Houghton Mifflin 2004 Teacher's College Reading & Writing Workshop materials 2005	0
Mathematics	Open Up Resources 2019 and SDUHSD Math Modules (2024)	0
Science	Delta Education - Foss 2019	0
History-Social Science	TCI - 2020	0
Foreign Language	Spanish Courses - Realidades - 1A, 1B, and 2	0

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

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.

School Facility Conditions and Planned Improvements

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

03/25/25

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.

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
English Language Arts/Literacy (grades 3-8 and 11)	85	84	85	84	47	48
Mathematics (grades 3-8 and 11)	78	82	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	196	192	97.96	2.04	84.38
Female	97	94	96.91	3.09	88.30
Male	99	98	98.99	1.01	80.61
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	86.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	85.00
White	132	129	97.73	2.27	84.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	51.52

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
All Students	196	193	98.47	1.53	82.38
Female	97	94	96.91	3.09	82.98
Male	99	99	100.00	0.00	81.82
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	86.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	75.00
White	132	129	97.73	2.27	79.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	53.13

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	47.46	65.57	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	61	61	100.00	0.00	65.57
Female	28	28	100.00	0.00	71.43
Male	33	33	100.00	0.00	60.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	64.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	65.71
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	11	11	100.00	0.00	45.45

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 7	97	97	97	96	97

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 Middle School. Each year, parents volunteer hundreds of hours to attend meetings, support events, serve as room parents, participate in our Education Foundation, and help chaperone 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 R. Roger Rowe Middle School students with a sense of pride in their school and connection to their community.

The District hosts grade-level coffees to help keep parents informed, connect 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 monthly "It Takes a Village," parent education opportunities 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	196	196	27	13.8
Female	96	96	16	16.7
Male	100	100	11	11.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	3	17.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	5	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	0	0.0
White	132	132	19	14.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	13	2	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	35	2	5.7

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
5.6	6.02	2.02	2.18	2.89	2.0	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	2.0	0.00
Female	2.08	0.00
Male	0.00	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	0.00	0.00
Hispanic or Latino	1.0	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.0	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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; 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 will go before the board for approval at a regular Board of Education meeting on February 26, 2026. Safety procedures, including Comprehensive School Safety Plan elements, 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 regularly throughout the school year. The District has the Parent Square emergency communication system in place.

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	18	17	0	0
Mathematics	15	10	0	0
Science	15	10	0	0
Social Science	17	9	0	0

2023-24 Secondary 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 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	18		
Mathematics	12	13		
Science	17	7	1	
Social Science	15	9		

2024-25 Secondary 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 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	16	16		
Mathematics	12	11		
Science	16	8		
Social Science	16	8		

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	424

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	
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	4.6
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	55.2	16.7

Fiscal Year 2024-25 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 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
Beginning Teacher Salary	\$62,700	\$55,248
Mid-Range Teacher Salary	\$94,925	\$80,746
Highest Teacher Salary	\$134,025	\$109,655
Average Principal Salary (Elementary)	\$140,519	\$133,828
Average Principal Salary (Middle)	\$136,096	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$225,000	\$155,954
Percent of Budget for Teacher Salaries	28.84%	25.26%
Percent of Budget for Administrative Salaries	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 are aligned with state instructional priorities.

Our professional development supports our curriculum adoptions, District priorities, new technology, and student well-being 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 a late start on Mondays where District-wide committee meetings, professional development, and additional collaboration occur.

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
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6