

Rim of the World Unified School District
Charles Hoffman Elementary School

Grades TK through 5
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2015-16 School Accountability Report Card

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**2016-17
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Principal's Message

Welcome to Charles Hoffman Elementary School (CHE). Our CHE staff provides a positive atmosphere in which a child's social, emotional, and intellectual needs are equally nurtured. We believe in high expectations for all students and work to help each child meet with academic excellence. We recognize that the parent/school partnership is critical for academic success and work to develop good communication between school and home. Our goal is to help each child learn every day; building the foundation for their future and the future of our nation. Working together, as students, parents, and staff, we help "our kids" be the best they can be!

Mission Statement

The CHE school community strives to help each student become a lifelong learner and an adaptive, productive citizen with the ability to reach his or her highest potential, both academically and socially, in our dynamic ever changing society.

SCHOOL MOTTO:

Our school motto is nurturing the successful student in each child.

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School Profile

Charles Hoffman Elementary School is located at the 6,000 foot elevation in the San Bernardino Mountains. Charles Hoffman serves students in Transitional Kindergarten through five following a traditional calendar. At the beginning of the 2015-16 school year, 350 students were enrolled, including 10.3% in special education, 10.3% qualifying for English Language Learner support, and 55.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	0.60%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.30%	Kindergarten	63
Asian	0.60%	Grade 1	50
Filipino	0.00%	Grade 2	44
Hisp. or Latino	32.30%	Grade 3	62
Pacific Islander	0.90%	Grade 4	65
Caucasian	59.40%	Grade 5	66
Multi-Racial	6.00%	Ungraded	0
Students with Disabilities	10.30%		
Economically Disadvantaged	55.70%		
English Learners	10.30%		
Foster Youth	0.30%		
Total Enrollment			350

Student Achievement

Physical Fitness

In the spring of each year, Charles Hoffman Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	10.3%	18.9	44.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Charles Hoffman Elementary School qualified for Title I Targeted Assistance

funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2016-17		
	CHE	ROWUSD
PI Status	In PI	In PI
First Year of PI	2012-2013	2009-2010
Year in PI	Year 2	Year 3
No. of Schools Currently in PI	4	
% of Schools Currently in PI	66.7%	

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Charles Hoffman Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	29	41	35	37	44	48
Mathematics (grades 3-8 and 11)	20	26	20	22	33	36

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 3				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	59	57	96.61	44.64
Male	24	23	95.83	30.43
Female	35	34	97.14	54.55
Asian	--	--	--	--
Hisp. or Latino	17	16	94.12	43.75
Caucasian	36	35	97.22	47.06
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	30	30	100.00	36.67
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 4				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	63	63	100.00	20.63
Male	34	34	100.00	14.71
Female	29	29	100.00	27.59
Hisp. or Latino	14	14	100.00	28.57
Pacific Islander	--	--	--	--
Caucasian	45	45	100.00	20.00
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	37	37	100.00	16.22
Students with Disabilities	13	13	100.00	
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 3				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	59	57	96.61	40.35
Male	24	23	95.83	43.48
Female	35	34	97.14	38.24
Asian	--	--	--	--
Hisp. or Latino	17	16	94.12	31.25
Caucasian	36	35	97.22	40.00
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	30	30	100.00	30.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 5				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	59	58	98.31	39.66
Male	26	26	100.00	38.46
Female	33	32	96.97	40.63
Hisp. or Latino	23	23	100.00	30.43
Caucasian	31	31	100.00	41.94
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	30	29	96.67	20.69
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 4				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	63	63	100.00	39.68
Male	34	34	100.00	26.47
Female	29	29	100.00	55.17
Hisp. or Latino	14	14	100.00	50.00
Pacific Islander	--	--	--	--
Caucasian	45	45	100.00	35.56
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	37	37	100.00	37.84
Students with Disabilities	13	13	100.00	23.08
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 5				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	59	58	98.31	17.24
Male	26	26	100.00	23.08
Female	33	32	96.97	12.50
Hisp. or Latino	23	23	100.00	8.70
Caucasian	31	31	100.00	19.35
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	30	29	96.67	6.90
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Charles Hoffman Elementary School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	72	59	54	62	63	54	60	56	54

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	59	57	96.61	54.39
Male	26	26	100.00	57.69
Female	33	31	93.94	51.61
African-Amer.				
Amer. Indian or Alaskan Native				
Asian				
Filipino				
Hisp. or Latino	23	23	100.00	47.83
Pacific Islander				
Caucasian	31	30	96.77	53.33
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	30	28	93.33	53.57
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Other Pupil Outcomes – State Priority 8: Covered in the *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, PTA newsletters, and School Connect (automated telephone messaging system). Contact the school office at (909) 939-0006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Room Parent
Meet the Masters Art/Art History Program
Reading Intervention Program
Makerspace Assistant

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Fall Festival
Open House
Fundraisers
Winter Music Program
Family Math Nights
Book Fiesta
Firefighters Event (in December)
Tinkering Night
Book Fairs

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Charles Hoffman Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Repairs to asphalt on playground
- Constructed stem wall in kindergarten area
- Installation of new backstop-backboards to baseball field
- Brush-clearing of slopes to reduce fire hazard campus wide
- Installation of a new chain link fence in the Kinder playground
- Repairs to the floor and ceiling at the south entrance of campus due to snow/rain drainage
- Painting of the interior of campus and the installation of new bulletin boards
- Refurbish outdoor school mural (2016-17)
- Update indoor holiday mural (2016-17)
- Improvements to storm drains (2016-17)
- Painting of the interior of the cafeteria (2016-17)
- Installation of whiteboards for Math 360 (2016-17)
- Replacement of flooring in five classrooms (2016-17)
- Completion of the new design for the storm water channel on the playground (2016-17)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Charles Hoffman Elementary School. The day custodian is responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Snow removal
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Hallway cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	2
Restrooms (sets)	3
Computer Lab(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Library/Media Center	1
Multipurpose Room/Cafeteria	1

Facilities Inspection

The district's maintenance department inspects Charles Hoffman Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Charles Hoffman Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 17, 2016. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, October 17, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, noon duty supervisors monitor playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Charles Hoffman Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Charles Hoffman Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in March 2017.

Classroom Environment

Discipline & Climate for Learning

Charles Hoffman Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

	Suspensions & Expulsions		
	13-14	14-15	15-16
	CHE		
# of Students Suspended	9	2	1
# of Students Expelled	0	0	0
	ROWUSD		
# of Students Suspended	229	280	307
# of Students Expelled	0	0	1
	California		
# of Students Suspended	279383	243603	230389
# of Students Expelled	6611	5692	6227

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0		2	
1	27.0		2	
2	14.0	3	2	
3	13.0	3	2	
4	14.0	2	1	
5	14.0	2	2	
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2		
1	23.0		2	
2	23.0		2	
3	21.0		3	
4	25.0		1	
5	33.0		1	1
Other	11.0	1		
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2		
1	23.0		2	
2	23.0		2	
3	21.0		3	
4	25.0		1	
5	33.0		1	1
Other	11.0	1		

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Charles Hoffman Elementary School revolve around the California State Standards. During the 2015-16 school year, Charles Hoffman Elementary School held staff development devoted to:

- Professional Learning Communities (PLC's)
- Positive Behavior Intervention & Support (PBIS)
- Visible Learning
- Response to Intervention (RtI)
- California State Standards

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Charles Hoffman Elementary School supports ongoing professional growth throughout the year on modified days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff

development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Charles Hoffman Elementary School's teachers attended the following events hosted by the Rim of the World Unified School District:

- ELA/ELD Framework and Standards
- Integrated and Designated English Language Development (ELD)
- Professional Learning Communities (PLC's)
- Aligning State Standards
- Positive Behavior Intervention and Support (PBIS)

Charles Hoffman Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
1	9	1

Instructional Materials

All textbooks used in the core curriculum at Charles Hoffman Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 20, 2016, the Rim of the World Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 16/17-3 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Rim of the World Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2002	Houghton Mifflin, <i>Reading California</i>	0 %
2002	Houghton Mifflin Reading, <i>Big Book Set Theme Bag</i>	0 %
2002	Houghton Mifflin Reading, <i>Nations Choice: Traditions Level 4, CA Edition</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
Mathematics		
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2002	Houghton Mifflin, <i>Mathematics California: Level K-5</i>	0 %
Science		
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2008	Pearson Scott Foresman, <i>CA Science K-1</i>	0 %
2008	Scott Foresman, <i>CA Science 2-5</i>	0 %

Professional Staff

Counseling & Support Staff

Charles Hoffman Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Charles Hoffman Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE
Academic Counselor	0	0
EL Aide	1	0.4
Health Clerk	1	1.0
Library Clerk	1	0.6
Nurse	1	0.2
Psychologist	1	0.2
Speech/Language/Hearing Specialist	1	0.4
Title I Aide	1	0.4

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2015-16 school year, Charles Hoffman Elementary School had 16 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core

academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Charles Hoffman Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CHE			ROWUSD
	14-15	15-16	16-17	16-17
Total Teachers	14	16	14	153
Teachers with full credentials	14	16	14	148
Teachers without full credentials	0	0	0	5
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	ROWUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,543	\$42,063
Mid-Range Teacher Salary	\$65,158	\$64,823
Highest Teacher Salary	\$84,524	\$84,821
Superintendent Salary	\$138,645	\$169,152
Average Principal Salaries:		
Elementary School	\$92,832	\$101,849
Percentage of Budget:		
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2014-15 school year, Rim of the World Unified School District spent an average of \$9,606 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Rim of the World Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	CHE	ROWUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$6,484	N/A	N/A	N/A	N/A
Restr.†	\$901	N/A	N/A	N/A	N/A
Unrestr.††	\$5,583	\$5,885	94.87	\$5,677	98.35
Avg. Teacher Salary	\$66,527	\$68,258	97.46	\$67,348	98.78

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Charles Hoffman Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Charles Hoffman Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Charles Hoffman Elementary School is Running Springs Branch Library, a branch of San Bernardino County Library.

Address: 31976 Hill Top Blvd., Running Springs

Phone Number: (909) 867-2554

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 2

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Rim of the World Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2016.