

Rim of the World Unified School District Rim of the World High School

Grades 9 through 12
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2015-16 School Accountability Report Card *Published January 2017*

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Principal's Message

Rim High School is a thoroughly comprehensive institution. At Rim High students begin and sometimes complete the formal preparation for their chosen career fields, which range from medicine to the performing arts. This preparation is provided through academic, athletic, artistic and technological experiences.

The educational philosophy driving the program at RHS is what educators call "realist-experientialism." The concept here is that students first gain knowledge, and then become involved with that knowledge by following their instructors' examples as they engage in first-hand applications of the theories being taught.

Students who experience knowledge through modeling and practice learn faster than students who merely memorize data. So, students at RHS run the printing presses, build the cars, dissect the frogs, play the instruments, and dramatize the literature and so on. RHS is powered by creative and inventive instructors, professionals who bring knowledge to life.

Mission Statement

Rim of the World High School provides each student a safe environment and the opportunity to succeed academically, while fostering the personal and social responsibility needed for a healthy, productive, and independent life in an increasingly diverse and global society.

School Profile

Rim of the World High School is located in the southern region of Lake Arrowhead and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 1151 students were enrolled, including 12.5% in special education, 6.3% qualifying for English Language Learner support, and 41.2% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	
		Grade Level	#
African-Amer.	0.90%	Grade 9	271
Amer. Indian or Alaskan Native	0.50%	Grade 10	296
Asian	0.80%	Grade 11	336
Filipino	0.20%	Grade 12	248
Hisp. or Latino	29.90%	Ungraded	0
Pacific Islander	0.10%		
Caucasian	62.70%		
Multi-Racial	4.90%		
Students with Disabilities	12.50%		
Economically Disadvantaged	41.20%		
English Learners	6.30%		
Foster Youth	1.10%		
Total Enrollment			1,151

Student Achievement

Physical Fitness

In the spring of each year, Rim of the World High School is required by the state to administer a physical fitness test to all students in grade nine. 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
Ninth	10.5%	26.5%	52.9%

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, Rim of the World High 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		
	RHS	ROWUSD
PI Status	In PI	In PI
First Year of PI	2015-2016	2009-2010
Year in PI	Year 1	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)					
	Rim of the World High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	49	59	35	37	44	48
Mathematics (grades 3-8 and 11)	16	19	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 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	324	294	90.74	59.17
Male	160	148	92.50	53.74
Female	164	146	89.02	64.79
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	94	90	95.74	44.94
Caucasian	211	189	89.57	66.49
Multi-Racial	--	--	--	--
English Learners	23	21	91.30	20.00
Economically Disadvantaged	142	130	91.55	50.00
Students with Disabilities	43	35	81.40	20.59
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	323	290	89.78	18.82
Male	160	148	92.50	23.29
Female	163	142	87.12	14.18
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	94	90	95.74	14.61
Caucasian	210	185	88.10	20.22
Multi-Racial	--	--	--	--
English Learners	23	21	91.30	
Economically Disadvantaged	141	129	91.49	12.50
Students with Disabilities	43	35	81.40	3.03
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)								
	Rim of the World High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	58	57	48	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	292	248	84.93	47.98
Male	155	134	86.45	53.73
Female	137	114	83.21	41.23
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hisp. or Latino	87	79	90.80	43.04
Pacific Islander				
Caucasian	175	143	81.71	52.45
Multi-Racial	20	19	95.00	47.37
English Learners	22	20	90.91	20.00
Economically Disadvantaged	131	113	86.26	37.17
Students with Disabilities	37	31	83.78	19.35
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; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements 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 school newsletters, the school website, School Connect (automated telephone messaging system), and the social media & texting program. Contact the principal's office at (909) 336-2038 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone School Dances
PTSA Volunteers

Committees

English Learner Advisory Council
Parent Booster Clubs
Parent Teacher Student Association
School Site Council
WASC Team
LCAP/LCFF Committee

School Activities

Sports Events
Student Performances
Academic Assemblies
Awards Ceremonies

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. Rim of the World High School's original facilities were built in 1948; 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:

- Upgrades and repairs to smoke door system in the Performing Arts building stage area
- Removal of aged piping and replacing with new insulated domestic water piping in the 300 building
- Painting and patching of exterior surfaces of the Old Gym
- Replacement of damaged and weathered siding stairwell
- Replacement of aged septic tank
- Performing of fire treatment to stage curtain for proper fire rating (2016-17)

- Completion of painting to all exterior surfaces of the 300 wing and press box area (2016-17)
- Repairs to interior piping and installation of new plumbing and drywall/wall tile in staff restrooms new gym area (2016-17)
- Complete engineering and design for new HVAC system in the Performing Arts building, the areas that will be improved are the Lobby, House and Stage (2016-17)
- Replacement of worn HVAC equipment 100 wing (2016-17)

Every morning before school begins, the custodian and administration inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and four evening custodians are assigned to Rim of the World High School. The day custodians are responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

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

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1948
Acreage	40
Square Footage	223,672
	Quantity
Permanent Classrooms	62
Portable Classrooms	10
Restrooms (sets)	6
Band Room	1
Computer Lab(s)	4
Gymnasium(s)	2
Staff Lounge(s)	2
Staff Work Room(s)	2
Cafeteria	1
Performing Arts Center	1
Art Room(s)	1
Resource Room(s)	11
Sports Stadium	1
Library	1
Ceramics Room	1
Drama Room	1
Photography Room	1

Facilities Inspection

The district's maintenance department inspects Rim of the World High School on an annual basis in accordance with Education Code §17592.72(c)(1). Rim of the World High 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 Wednesday, October 19, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 19, 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			✓

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Cafeteria - Prepare and repaint all
(G)	Band Room Office - Repair possible roof leak
(H)	Room 113 - Replace weather strip opposite wall from room 113

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

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, administration and campus security officers patrol the campus, entrance areas, and designated common areas. Administration and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Rim of the World High 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 Rim of the World High 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 was reviewed, updated, and discussed with school staff in Fall 2016.

Classroom Environment

Discipline & Climate for Learning

Rim of the World High 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
	RHS		
# of Students Suspended	75	130	158
# of Students Expelled	0	0	1
	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.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, 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.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.0	19	8	26
Mathematics	26.0	14	7	23
Science	28.0	7	8	21
Social Science	28.0	9	6	18
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	17	8	24
Mathematics	26.0	12	7	22
Science	25.0	11	12	15
Social Science	28.0	9	5	19
2015-16				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	17	8	24
Mathematics	26.0	12	7	22
Science	25.0	11	12	15
Social Science	28.0	9	5	19

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

Rim of the World High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences and counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2014-15 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	RHS		
	12-13	13-14	14-15
Dropout Rate	3.5%	5.2%	2.7%
Graduation Rate	94.4%	91.4%	94.2%
ROWUSD			
	12-13	13-14	14-15
Dropout Rate	5.2%	10.3%	10.4%
Graduation Rate	84.4%	81.0%	86.9%
California			
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

Graduation Requirements

Students must accumulate 240 course credits to receive a high school diploma from Rim of the World High School. Alternative methods of acquiring a diploma are available through the Continuation School and summer school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Rim of the World High School. The following table illustrates the percentage of students graduating from Rim of the World High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of: 2015			
Group	RHS	ROWUSD	State
All Students	85.42%	73.89%	85.66%
African-Amer.	50.00%	37.50%	76.88%
Amer. Indian or Alaskan Native	200.00%	100.00%	74.87%
Asian	.00%	.00%	92.78%
Filipino	.00%	.00%	96.80%
Hisp. or Latino	94.37%	73.58%	84.49%
Pacific Islander	.00%	.00%	84.88%
Caucasian	81.40%	73.21%	87.23%
Multi-Racial	400.00%	500.00%	91.36%
English Learners	66.67%	42.11%	50.90%
Economically Disadvantaged	124.21%	95.27%	76.61%
Students with Disabilities	48.94%	48.98%	68.38%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Rim of the World High School revolve around the California State Standards. During the 2015-16 school year, Rim of the World High School held staff development devoted to:

- Professional Learning Communities (PLC's)
- Checking for Understanding
- Lesson Design

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. Rim of the World High School supports ongoing professional

growth throughout the year on monthly late start days. Teachers meet in both grade level and department 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, Rim of the World High 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)

Rim of the World High 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 Rim of the World High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

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, (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, (3) sufficient textbooks or

instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

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		
2002	Prentice Hall, <i>Literature (Gold Edition)</i>	0 %
2002	Prentice Hall, <i>Literature (Platinum Edition)</i>	0 %
2002	Prentice Hall, <i>Literature: American Experience (CA Edition)</i>	0 %
2002	Prentice Hall, <i>Literature: British Tradition (CA Edition)</i>	0 %
English Language Development		
2008	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
Foreign Languages		
2004	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Gallaudet University Press, <i>American Sign Language</i>	0 %
2004	McDougal Littell, <i>Discovering French Blanc 2</i>	0 %
2004	McDougal Littell, <i>Discovering French Bleu 1</i>	0 %
2004	McDougal Littell, <i>Discovering French Rouge 3</i>	0 %
2000	Prentice Hall, <i>Paso A Paso 1</i>	0 %
2000	Prentice Hall, <i>Paso a Paso 2</i>	0 %
2004	TJ Publishing, <i>A Basic Course in Amer. Sign Language</i>	0 %
History-Social Science		
2006	Cengage Learning, <i>American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2007	Prentice Hall College Division, <i>The World's History</i>	0 %
Mathematics		
2015	Houghton Mifflin, <i>Integrated Math 1, 2 & 3</i>	0 %
2004	Pearson/Addison Wesley, <i>Precalculus</i>	0 %
1994	Prentice Hall, <i>Algebra and Trigonometry</i>	0 %
2015	South-Western Cengage Learning, <i>Financial Algebra</i>	0 %
Science		
2005	Glencoe/McGraw-Hill, <i>Chemistry Matter and Change</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Health</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Physical Science with Earth Science</i>	0 %
2006	Holt, Rinehart and Winston, <i>Fundamentals of Physics</i>	0 %
2001	Holt, Rinehart and Winston, <i>Holt Science Spectrum: A Balanced Approach</i>	0 %
2006	J. Wiley & Son, <i>BSCS Biology: A Molecular Approach</i>	0 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Pearson Prentice Hall, <i>Biology, AP Edition</i>	0 %
2006	Prentice Hall, <i>Oceanography/Marine Science</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of

course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	0.0
2014-15 Graduates who completed all courses required for UC/CSU admission	46.4

Advanced Placement

In 2015-16, Rim of the World High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	10	0.8

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Rim of the World High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Rim of the World High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2015-16 school year, Rim of the World High School offered the following career technical education programs as elective courses:

- Vehicle Maintenance, Service and Repair Pathway
- Welding Technology Pathway

- Cabinetmaking and Wood Products Pathway
- Graphic Arts Technology Pathway
- ROP 3D Animation
- ROP Auto Engine Performance, Auto Fundamentals, Auto Maintenance, Auto Service, Auto Systems, and Auto Technician
- ROP Business Technology Lab
- ROP Construction Trades
- ROP Computer Business Applications
- ROP Customer Service Occupations
- ROP Desktop Publishing
- ROP Digital Design
- ROP Emergency Medical Responder
- ROP Entrepreneurship
- ROP Fire Technology
- ROP Graphic Communications
- ROP Sports Therapy and Fitness
- ROP Teacher Aide
- ROP Television & Video Production
- ROP Welding Occupations
- Exploratory Auto
- Exploratory Welding
- Exploratory Wood
- Exploratory Printing/Graphic Arts

Professional Staff

Counseling & Support Staff

Rim of the World High 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 Rim of the World High 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	3	2.8
Campus Security	5	4.5
Resource Aides (Instructional Aides)	3	3.0
EL Aides	2	2.0
Adaptive PE	1	0.2
Health Clerk	1	1.0
Library Clerk	1	1.0
Nurse	1	0.5
Probation Officer	1	*
Psychologist	1	0.6

* as needed

Counselor-to-Student Ratio: 1:384

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, Rim of the World High School had 43 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
Rim of the World High 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				
	RHS			ROWUSD
	14-15	15-16	16-17	16-17
Total Teachers	46	43	45	153
Teachers with full credentials	46	43	42	148
Teachers without full credentials	0	0	3	5
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	1	0	0
Total teacher misassignments	0	1	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:		
High School	\$101,252	\$115,589
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				
	RHS	ROWUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	1029	N/A	N/A	N/A	N/A
Total**	\$7,982	N/A	N/A	N/A	N/A
Restr.†	\$1,812	N/A	N/A	N/A	N/A
Unrestr.††	\$6,169	\$5,885	104.83	\$5,677	108.67
Avg. Teacher Salary	\$62,516	\$68,258	91.59	\$67,348	92.83

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 Rim of the World High 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 Rim of the World High School's SARC and access the internet at any of the county's public libraries. The closest public library to Rim of the World High School is Lake Arrowhead Branch Library, a branch of San Bernardino County Library.

Address: 27235 Highway 189, Blue Jay

Phone Number: (909) 337-3118

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

Number of Computers Available: 13

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.