

Rim of the World Unified School District Charles Hoffman Elementary School

Grades TK through 5
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2016-17 School Accountability Report Card

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Principal's Message

As a staff we have worked to create a positive, caring atmosphere for students individually, as well as parents and community, and ourselves. We recognize that when a staff respects each other and works together the climate of the school is one where we all want to be. Attendance is very important, as evidenced by our high rates of monthly attendance. When children come every day, they feel more comfortable and experience more success, as they are getting the support and encouragement they need to meet grade level expectations. As evidence by our increasing rates of monthly attendance, attendance is very important at CHE. We recognize that our partnership with parents and community is crucial and we work to build relationships. The school is here to support the family!

We utilize the PBIS model- Positive Behavior and Intervention Supports. We explicitly teach our students how to meet our behavior expectations of Be Safe, Be Respectful, and Be Responsible, and reward them for their correct choices. Students who need more support in this area receive it, so they too can experience success at school.

We are teaching our students the California State Standards and this year are implementing a new math textbook series, Go Math. This has substantially increased the rigor in our math lessons. We look for students being more confident in their math abilities, enjoying math more, and doing better on the state tests for mathematics.

At Charles Hoffman Elementary School We believe:

- ALL PARENTS want the best for their children.
- ALL FAMILIES have something great to offer.
- We strive to work together with parents to ensure each student's success.
- We want all to feel comfortable here.

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.

School Profile

Charles Hoffman Elementary School is located at the foot 6,000 foot elevation in the San Bernadino mountains and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2016-17 school year, 336 students were enrolled, including 11.3% in special education, 7.1% qualifying for English Language Learner support, and 54.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	0.30%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.00%	Kindergarten	71
Asian	0.60%	Grade 1	44
Filipino	0.00%	Grade 2	48
Hisp. or Latino	28.30%	Grade 3	46
Pacific Islander	0.60%	Grade 4	63
Caucasian	64.30%	Grade 5	64
Multi-Racial	6.00%	Ungraded	0
Students with Disabilities	11.30%		
Socioeconomically Disadvantaged	54.80%		
English Learners	7.10%		
Foster Youth	0.60%		
Total Enrollment			336

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 reported 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 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	12.3	26.3	45.6

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 2016-17, 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/.

Federal Intervention Program Status 2017-18		
	CHE	ROWUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
No. of Schools Currently in Program Improvement	4	
% of Schools Currently in Program Improvement	66.7%	

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 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 ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Charles Hoffman Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	41	36	37	38	48	48
Mathematics (grades 3-8 and 11)	26	20	22	24	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	158	155	98.10	36.13
Male	75	73	97.33	28.77
Female	83	82	98.80	42.68
Hisp. or Latino	50	49	98.00	26.53
Caucasian	99	97	97.98	38.14
Multi-Racial	--	--	--	--
English Learners	16	16	100.00	25.00
Socioeconomically Disadvantaged	86	85	98.84	25.88
Students with Disabilities	27	26	96.30	11.54

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	158	156	98.73	19.87
Male	75	73	97.33	19.18
Female	83	83	100.00	20.48
Hisp. or Latino	50	49	98.00	14.29
Caucasian	99	98	98.99	22.45
Multi-Racial	--	--	--	--
English Learners	16	16	100.00	18.75
Socioeconomically Disadvantaged	86	86	100.00	16.28
Students with Disabilities	27	26	96.30	7.69

CAASPP Test Results in Science 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
Science (grades 5, 8, and 10)	59	54	63	54	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science

Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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 regarding school activities through flyers, the district/school website, the principal's monthly newsletter, emails, texts, the principal's telephone message system, and social media. 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 (ELAC)
Parent Teacher Association (PTA)
School Site Council (SSC)

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 the asphalt on the playground
- Painting of the trim on the outside of the school
- Repainted the playground maps
- Enhancements to the greenhouse
- Beautification of the library walls
- Painting of the rails and poles on the front steps

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 Thursday, January 25, 2018. Deficiencies noted in the school inspection

survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, January 25, 2018			
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
(G)	Offices - Fascia is deteriorating; Parking Lot - Asphalt damaged; Portables - Damaged gutters
(H)	Playground - Asphalt failing, drain area eroded

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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 the 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 was 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		
	14-15	15-16	16-17
	CHE		
% Students Suspended	0.6	0.3	1.1
% Students Expelled	0.0	0.0	0.0
	ROWUSD		
% Students Suspended	38.9	39.8	32.2
% Students Expelled	0.0	0.0	0.3
	California		
% Students Suspended	3.8	3.7	3.6
% Students Expelled	0.1	0.1	0.1

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				
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		
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.0		3	
1	28.0		1	
2	25.0		2	
3	24.0		2	
4	28.0		2	
5	24.0	1	2	

*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 2016-17 school year, Charles Hoffman Elementary School held staff development training devoted to:

- Professional Learning Communities (PLC's)
- Positive Behavior Interventions and Supports (PBIS)
- Visible Learning
- Response to Intervention (Rtl)
- 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 2016-17 school year, Charles Hoffman Elementary School's teachers attended the following events hosted by the Rim of the World Unified School District:

- Educator's Assessment Data Management System (EADMS) – Assessment Building
- English Language Development (ELD) Articulation

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		
2014-15	2015-16	2016-17
9	1	1

Instructional Materials

All textbooks used in the core curriculum at Charles Hoffman Elementary School are still in alignment with California State Standards. The district is currently in the process of the review, selection and purchase of new materials.

On Thursday, October 19, 2017, 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. 17/18-03 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 2017-18 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	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2002	Houghton Mifflin Reading, <i>Big Book Set Theme Bag</i>	0 %
History-Social Science		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2006	Harcourt School Publishers, <i>Reflecctions: California Series</i>	0 %
2012	Houghton Mifflin Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
Mathematics		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2012	Houghton Mifflin Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
Science		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2008	Pearson Scott Foresman, <i>California Science</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) 2016-17		
	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 2016-17 school year, Charles Hoffman Elementary School had 14 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	CHE			ROWUSD
	15-16	16-17	17-18	17-18
Total Teachers	16	14	14	140
Teachers with full credentials	16	14	14	137
Teachers without full credentials	0	0	0	3
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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	ROWUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,684	\$44,144
Mid-Range Teacher Salary	\$68,598	\$69,119
Highest Teacher Salary	\$89,207	\$86,005
Superintendent Salary	\$152,250	\$178,104
Average Principal Salaries:		
Elementary School	\$97,474	\$106,785
Percentage of Budget:		
Teacher Salaries	34%	34%
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 2015-16 school year, Rim of the World Unified School District spent an average of \$10,808 of total general funds to educate each student (based on 2015-16 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 2015-16 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
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Vocational Programs

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	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
Restricted	\$901	N/A	N/A	N/A	N/A
Unrestricted	\$5,583	\$5,961	93.67	\$6,574	84.93
Average Teacher Salary	\$66,527	\$71,838	92.61	\$69,649	95.52

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

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, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 2017.