

Rim of the World Unified School District Mary P. Henck Intermediate School

Grades 6 through 8
Jennifer Whiteside, Principal
jennifer_whiteside@rimsd.k12.ca.us



730 Rhine Road
Lake Arrowhead, CA 92352
PH: (909) 336-0360 FAX: (909) 336-3449
CDS #: 36678686068779

2016-17 School Accountability Report Card

Published January 2018

Rim of the World Unified School District
27315 North Bay Rd.
Blue Jay, CA 92317
(909) 336-2031

Website Address

www.rimsd.k12.ca.us

2017-18 Board of Trustees

Scott Markovich
President

Cindy Gardner
Clerk

Leslie Bramson, Ph.D.
Member

James Foley
Member

Richard Lavin
Member

District Administration

Michelle Murphy
Superintendent

Todd Beal
Associate Superintendent,
Personnel/Pupil Services

Heather Dominguez
Director of Educational Services

Jenny Haberlin
Chief Business Official

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I am very honored, fortunate and happy to be up on the RIM and serving at the Middle School! Since my arrival in late summer 2016, I have met many amazing people. We have awesome students, a talented teaching and staff members and caring, supportive parents. We look to combine as we venture forward into California State Standards (CSS) for outstanding results preparing our students to launch on the college or career paths in high school.

I would like to welcome all students, parents and families to Mary Putnam Henck. We serve grades 6 through 8 as we prepare all students for what lies ahead in high school, college, career and beyond! We are working diligently to improve student achievement incorporating CSS, enhancing curriculum to differentiate learning, increasing the use of 21st century technologies in the classroom to support our, 21st century learners, in a supportive and engaging environment supported by our Positive Behavior Interventions and Supports (PBIS) Team. Our efforts to provide a rigorous and relevant academic program shall surely assist our students as expectations rise and shift. Most of the campus facilities have been updated over the past few years, including the science department which received upgrades relevant to a learning environment that matches the demands of the upcoming Next Generation Science Standards combined with 21st century technologies and outcomes! In addition, our site NGSS team has been and continues to engage is a planning series to update lessons and coursework with a STEM/STEAM focus incorporating a variety of engaging and authentic instructional strategies.

We currently are moving into CSS in English-Language Arts and mathematics. You will also see our history, science, elective and physical education teachers employing the CSS informational reading, writing and discussion standards in their classrooms. As we build our professional capacity, we are also retooling our infrastructure to meet the needs of 21st century students. Complementing the facilities updates, we are bolstering technologies and programs. Visit our campus, visit different classrooms and you shall see it in action!

Middle school is also a time of great personal change in a young person's life. 6th graders, 7th graders and 8th graders undergo a lot of physical, emotional and social changes during these three critical years. Combine the normal changes of adolescence with 21st century social media outlets and you have more stress, more confusion and more intensity. Because of these, we are implementing PBIS schoolwide. It is a multi-year process and we are moving through each phase very carefully. We recognize the need to constantly teach and remind our students about RESPECTing each other, adults, the environment, etc., being RESPONSIBLE citizens who are accountable for their choices, actions and education, and for maintaining a sense of SAFETy no matter where they are. Mission Statement Mary Putnam Henck Intermediate is dedicated to providing a safe, supportive learning environment where we equip all students with the tools to be responsible and respectful, while becoming productive contributors in the 21st century.

Mission Statement

Mary Putnam Henck Intermediate is dedicated to providing a safe, supportive learning environment where we equip all students with the tools to be responsible and respectful, while becoming productive contributors in the 21st century.

School Profile

Mary P. Henck Intermediate School is located in the northwestern region of Lake Arrowhead and serves students in grades six through eight following a traditional calendar. At the beginning of the 2016-17 school year, 788 students were enrolled, including 16.5% in special education, 11% qualifying for English Language Learner support, and 52.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.60%	Grade 6	277
Amer. Indian or Alaskan Native	0.10%	Grade 7	262
Asian	0.40%	Grade 8	247
Filipino	0.30%	Ungraded	0
Hisp. or Latino	39.50%		
Pacific Islander	0.30%		
Caucasian	53.80%		
Multi-Racial	4.10%		
Students with Disabilities	16.50%		
Socioeconomically Disadvantaged	52.30%		
English Learners	11.00%		
Foster Youth	0.90%		
Total Enrollment			786

Student Achievement

Physical Fitness

In the spring of each year, Mary P. Henck Intermediate School is required by the state to administer a physical fitness test to all students in grade seven. 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
Seventh	19.9	27.0	22.0

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, Mary P. Henck Intermediate 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		
	MPH	ROWUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	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)					
	Mary P. Henck Intermediate School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	25	30	37	38	48	48
Mathematics (grades 3-8 and 11)	18	21	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	784	728	92.86	30.49
Male	415	382	92.05	24.35
Female	369	346	93.77	37.28
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	307	290	94.46	21.38
Pacific Islander	--	--	--	--
Caucasian	428	392	91.59	36.48
Multi-Racial	32	30	93.75	36.67
English Learners	144	135	93.75	14.07
Socioeconomically Disadvantaged	415	389	93.73	21.34
Students with Disabilities	122	113	92.62	9.73

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	785	726	92.48	21.35
Male	416	382	91.83	21.73
Female	369	344	93.22	20.93
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	307	291	94.79	15.12
Pacific Islander	--	--	--	--
Caucasian	429	389	90.68	26.48
Multi-Racial	32	30	93.75	20.00
English Learners	144	136	94.44	7.35
Socioeconomically Disadvantaged	416	388	93.27	16.49
Students with Disabilities	122	112	91.80	7.14

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Mary P. Henck Intermediate School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	61	49	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 on upcoming events and school activities through email, newsletters, the school website, biweekly updates, PTA Facebook page, and Parent Link call system. Contact the school office at (909) 336-0360 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees

English Learner Advisory Council (ELAC)
Gifted and Talented Education (GATE) Advisory Council
Safe Schools Committee
School Site Council (SSC)

School Activities

Back to School Night
Open House
Student Performances
Community Nights
Parent Meetings

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. Mary P. Henck Intermediate School's original facilities were built in 1970; 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:

- Cutting down and removal of large pine trees posing as a fire hazard to the campus
- Refinishing and resealing of the stage
- Improvements to the storm water system adjacent to C116

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 three evening custodians are assigned to Mary P. Henck Intermediate School. The day custodian is responsible for:

- Classroom cleaning
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning
- Snow removal

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Snow Removal
- Trash Removal

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

Campus Description	
Year Built	1970
Acreage	10
Square Footage	-
Quantity	
Permanent Classrooms	34
Portable Classrooms	0
Restrooms (sets)	5
Library	1
Cafetorium	1
Computer Lab	4
Gymnasium	1
Staff Lounge	1
Staff Work Room	1

Facilities Inspection

The district's maintenance department inspects Mary P. Henck Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Mary P. Henck Intermediate 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, January 22, 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: Monday, January 22, 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
(H)	Playground - Asphalt cracking, hillside eroding; Upper B & Lower A - Classroom windows do not all function

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, administrators, campus security officers, and teachers patrol the campus, entrance areas, and designated common areas. Administrators 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, campus security officers, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Mary P. Henck Intermediate 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 Mary P. Henck Intermediate 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 April 2017.

Classroom Environment

Discipline & Climate for Learning

Mary P. Henck Intermediate 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
	MPH		
% Students Suspended	10.0	11.9	11.8
% Students Expelled	0.0	0.0	0.2
	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

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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2014-15				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	6	7	9
Mathematics	23.0	6	12	5
Science	29.0	4	5	10
Social Science	29.0	1	11	6
2015-16				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	6	7	9
Mathematics	23.0	6	12	5
Science	29.0	4	5	10
Social Science	29.0	1	11	6
2016-17				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	19.0	14	5	8
Mathematics	4.0	9		
Science	25.0	4	9	6
Social Science	28.0	3	8	6

*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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Mary P. Henck Intermediate School revolve around the California State Standards. During the 2016-17 school year, Mary P. Henck Intermediate School held staff development training devoted to:

- Transition to Common Core State Standards
- Instructional Alignment to Benchmarks
- Increased Rigor
- Professional Learning Communities (PLC's)
- Positive Behavior Interventions and Supports (PBIS)
- Technology Training: Modeling and Use by Staff and Students

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. Mary P. Henck Intermediate School supports ongoing professional growth throughout the year on minimum days and teacher only days/non-student 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 2016-17 school year, Mary P. Henck Intermediate 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

Mary P. Henck Intermediate 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 Mary P. Henck Intermediate 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		
2002	Houghton Mifflin, <i>Reading CA: Triumphs</i>	0 %
2002	McDougal Littell, <i>Language of Literature</i>	0 %
English Language Development		
2008	Hampton Brown, <i>Inside: Language, Literacy & Content Level B & C</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: Ancient Civilizations</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2015	CPM Educational Program, <i>Core Connections</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Algebra 1</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra: A Transition to Algebra and Geometry</i>	0 %
2017	Houghton Mifflin, <i>Go Math! HMH California Edition</i>	0 %
2001	Prentice Hall, <i>Algebra 1, CA Edition</i>	0 %
Science		
2008	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %
2008	Scott Foresman, <i>Focus on Earth Science</i>	0 %

Professional Staff

Counseling & Support Staff

Mary P. Henck Intermediate 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 Mary P. Henck Intermediate 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	2	2.0
Health Clerk	1	0.4
Library Media Technician	1	1.0
Nurse	1	0.4
Psychologist	1	0.4
Speech/Language/Hearing Specialist	1	0.4
Counselor-to-Student Ratio: 1:394		

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, Mary P. Henck Intermediate School had 31 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				
	MPH			ROWUSD
	15-16	16-17	17-18	17-18
Total Teachers	34	32	31	140
Teachers with full credentials	34	31	30	137
Teachers without full credentials	0	1	1	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:		
Middle School	\$100,474	\$111,569
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				
	MPH	ROWUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$6,859	N/A	N/A	N/A	N/A
Restricted	\$1,223	N/A	N/A	N/A	N/A
Unrestricted	\$5,636	\$5,961	94.55	\$6,574	85.73
Average Teacher Salary	\$71,889	\$71,838	100.07	\$69,649	103.22

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 Mary P. Henck Intermediate 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 Mary P. Henck Intermediate School's SARC and access the internet at any of the county's public libraries. The closest public library to Mary P. Henck Intermediate 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 2017.