

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

Grades 9 through 12
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2016-17 School Accountability Report Card *Published January 2018*

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Contents

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

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 2016-17 school year, 1125 students were enrolled, including 13.2% in special education, 6.9% qualifying for English Language Learner support, and 42.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.00%	Grade 9	293
Amer. Indian or Alaskan Native	0.60%	Grade 10	268
Asian	1.20%	Grade 11	265
Filipino	0.40%	Grade 12	299
Hisp. or Latino	32.20%	Ungraded	0
Pacific Islander	0.10%		
Caucasian	59.90%		
Multi-Racial	4.70%		
Students with Disabilities	13.20%		
Socioeconomically Disadvantaged	42.50%		
English Learners	6.90%		
Foster Youth	1.30%		
Total Enrollment			1,125

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 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
Ninth	16.5	25.4	43.5

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, 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/.

Federal Intervention Program Status 2017-18		
	RHS	ROWUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2009-2010
Year in Program Improvement	Year 1	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)					
	Rim of the World High School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	59	62	37	38	48	48
Mathematics (grades 3-8 and 11)	19	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	249	231	92.77	62.17
Male	129	119	92.25	61.34
Female	120	112	93.33	63.06
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	81	78	96.30	60.26
Caucasian	145	131	90.34	63.85
Multi-Racial	15	14	93.33	64.29
English Learners	30	29	96.67	31.03
Socioeconomically Disadvantaged	98	89	90.82	55.68
Students with Disabilities	26	19	73.08	10.53

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	249	227	91.16	21.15
Male	129	119	92.25	26.05
Female	120	108	90.00	15.74
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native	--	--	--	--
Asian	--	--	--	--
Hisp. or Latino	81	77	95.06	16.88
Caucasian	145	129	88.97	22.48
Multi-Racial	15	14	93.33	28.57
English Learners	30	27	90.00	3.70
Socioeconomically Disadvantaged	97	88	90.72	11.36
Students with Disabilities	27	20	74.07	0.00

CAASPP Test Results in Science 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
Science (grades 5, 8, and 10)	57	48	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 school newsletters, the school website, Parent Link (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:

- Painting and patching of the exterior surfaces of the old gym
- Replacement of damaged and weathered siding in the stairwell
- Performing of fire treatment to the stage curtain for proper fire rating
- Completion of painting to all of the exterior surfaces of the 300 wing and press box area
- Repairs to the interior piping and installation of new plumbing and drywall/wall tile in the staff restrooms and the new gym area
- Completion of the engineering and plans design for the improvements to the lobby, house and stage
- Replacement of worn HVAC equipment in 100 wing

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, January 24, 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: Wednesday, January 24, 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
(A)	Performing Arts and Music - PAC HVAC system non functional (contract awarded, preliminary work begun)
(B)	Kitchen and Cafeteria - Large hole in drywall from mold testing (tested negative); Old Gym - Boys locker room hallway - all walls have holes and vandalism
(D)	Parking Lot - One wind generator non functional, some lights non functional
(G)	400 Wing and Portables - Portables roof leaking

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, 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 2017.

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			
	14-15	15-16	16-17
	RHS		
% Students Suspended	10.2	13.8	17.2
% Students Expelled	0.0	0.1	0.5
	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	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
2016-17				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.0	22	14	18
Mathematics	26.0	11	16	11
Science	25.0	10	8	14
Social Science	23.0	14	12	11

*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, after school tutoring, referral to continuation high school, 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, 2015-16 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 (Four-Year Cohort Rate)			
RHS			
	13-14	14-15	15-16
Dropout Rate	5.2%	2.7%	5.8%
Graduation Rate	91.4%	94.2%	92.5%
ROWUSD			
	13-14	14-15	15-16
Dropout Rate	10.3%	10.4%	12.4%
Graduation Rate	81.0%	86.9%	85.1%
California			
	13-14	14-15	15-16
Dropout Rate	11.5%	10.7%	9.7%
Graduation Rate	81.0%	82.3%	83.8%

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 Graduating Class of 2016			
Group	RHS	ROWUSD	State
All Students	87.90%	86.81%	87.11%
African-Amer.	50.00%	50.00%	79.19%
Amer. Indian or Alaskan Native	.00%	.00%	80.17%
Asian	.00%	.00%	94.42%
Filipino	.00%	.00%	93.76%
Hisp. or Latino	75.32%	80.00%	84.58%
Pacific Islander	.00%	.00%	86.57%
Caucasian	92.26%	89.41%	90.99%
Multi-Racial	100.00%	100.00%	90.59%
English Learners	45.45%	66.67%	55.44%
Socioeconomically Disadvantaged	82.14%	81.82%	85.45%
Students with Disabilities	55.88%	55.56%	63.90%

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 2016-17 school year, Rim of the World High School held staff development training devoted to:

- Professional Learning Communities (PLC's)
- Checking for Understanding
- Lesson Design
- English Language Development (ELD) Training
- Interactive Direct Instruction
- Assessments and Accountability

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 a monthly basis. 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, Rim of the World High 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

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

Instructional Materials

All textbooks used in the core curriculum at Rim of the World High 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, (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 SARCs 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	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 Harcourt, <i>Integrated Mathematics 1</i>	0 %
2015	Houghton Mifflin Harcourt, <i>Integrated Mathematics 2</i>	0 %
2015	Houghton Mifflin Harcourt, <i>Integrated Mathematics 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		
2016	Bedford, Freeman, Worth, <i>Myers Psychology Second Edition for AP</i>	0 %
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 %
2017	Houghton Mifflin Harcourt, <i>Environmental Science</i>	0 %
2006	J. Wiley & Son, <i>BSCS Biology: A Molecular Approach</i>	0 %
2016	McGraw Hill, <i>Environment, and the Universe</i>	0 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Prentice Hall, <i>Campbell: Biology in Focus (AP Edition)</i>	0 %
2006	Prentice Hall, <i>Oceanography/Marine Science Science Laboratory Equipment</i>	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 UC website at 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 www.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	96.2
2015-16 Graduates who completed all courses required for UC/CSU admission	36.7

Advanced Placement

In 2016-17, 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.

Number of Advanced Placement Courses Offered 2016-17		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	13	20.0

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

* Where there are student course enrollments of at least one student.

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 2016-17 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) 2016-17		
	No. of Staff	FTE
Academic Counselor	3	2.8
Campus Security	5	4.5
EL Aides	2	2.0
Resource Aides (Instructional Aides)	2	2.0
Adaptive PE	1	0.2
Health Clerk	1	1.0
Library Clerk	1	1.0
Nurse	1	0.5
Psychologist	1	0.6
Counselor-to-Student Ratio: 1:375		

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, Rim of the World High School had 42 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.

- Title II
- Title III
- Vocational Programs

Teacher Credentials & Assignments				
	RHS			ROWUSD
	15-16	16-17	17-18	17-18
Total Teachers	43	45	41	140
Teachers with full credentials	43	42	40	137
Teachers without full credentials	0	3	1	3
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	1	0	0	0
Total teacher misassignments	1	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:		
High School	\$106,315	\$121,395
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

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	RHS	ROWUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Restricted	\$1,812	N/A	N/A	N/A	N/A
Unrestricted	\$6,169	\$5,961	103.50	\$6,574	93.84
Average Teacher Salary	\$62,516	\$71,838	87.02	\$69,649	89.76

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

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 2017.