

# Rim of the World Unified School District Charles Hoffman Elementary School

Grades TK through 5  
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## 2018-19 School Accountability Report Card

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Rim of the World Unified School District  
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### Principal's Message

Welcome to Charles Hoffman Elementary!

#### Website Address

www.rimsd.k12.ca.us

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The 2018-2019 school year was a great year for Charles Hoffman Elementary! Two of the accomplishments we are most proud of are the top yearly attendance rates in the district and recertification at the Silver level of implementation for PBIS.

The district set a goal of 95% attendance for the year to meet the state level of acceptable attendance of at least 95%. CHE beat that goal at 95.44%. Last year we were the highest in the district at 94.8%. We are proud of our continued growth. Our goal is to reach 96% this year.

The state will reward the school with a financial bonus if we are above 96%. In a time of reduced budgets, this would greatly benefit our site. The state of California believes that at least 95% attendance is optimal for student learning. At 90% or lower, students are classified as truants, for they are missing at least 10% of the school instruction. If someone were to ask you for 10% of your salary, you would feel quite an impact. This is the same for our children when they miss 10% of the school or more. They lose out on important concepts that they must struggle to learn as well as not feeling as connected to their teacher, classmates, and school. Those relationship are important as student practice the character traits which are essential to learn how to relate with others.

CHE has also implemented the STAR (Saturday Tutoring Attendance Recovery) program to assist parents in reducing chronic absence rates. Once a month, students may attend Saturday School from 8-12 am where learning is blended with fun and parents can avoid the SART (Student Attendance Review Team) process regarding chronic absences.

PBIS, Positive Behavior and Intervention Supports, is an initiative across the country to create an atmosphere in school where students are happy to come, feel loved and are nurtured toward success. Schoolwide behavior expectations are explicitly taught- Be Safe, Be Respectful, and Be Responsible, and rewards for maintaining that behavior are applicable to all. Those students who need more support to make correct choices are given opportunities to learn and practice in small groups or individually. California has a recognition system for implementation of implementation in 2015-16, 2017-18 and 2018-19.

As a staff we work 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. We recognize our partnership with parents and community is crucial and we work to build those relationships. The school is here to support the family!

We teach the California State Standards using Go Math and Journeys textbooks. We have increased the rigor in reading, writing and mathematics. We are also teaching the Next Generation Science Standards (NGSS) in all grades to prepare for the new state mandated 5th grade science test. Last year we implemented a new math textbook series, Go Math, and this year are implementing a new English Language Arts textbook series, Journeys. This will notably increase the rigor in our math, reading, and writing lessons. We look for students being more confident in their abilities.

At CHE we believe and stand by our Parent Engagement Policy:  
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

At Charles Hoffman Elementary, the principal, teachers, and support staff serve collaboratively and openly, for each is important to our purpose. We know our relationships with each other, students, parents, and community are key. Our students belong to all of us. We will nurture the successful student in each child.

## School Vision

At Charles Hoffman Elementary we guide our students in their academic, emotional, and social learning through adherence to state standards and an aligned curriculum that is utilized consistently. We provide academic supports through Response to Intervention (RtI) and behavioral supports through PBIS with caring relationships. We encourage consistent attendance in a positive and safe culture. Using a growth mindset, students and staff see that some learning may be challenging and still a worthwhile endeavor.

"I can learn to do anything I want."

## School Core Values:

At Charles Hoffman Elementary we believe in the promise of public education where students from varied backgrounds, ethnicity, and abilities learn how to navigate the social waters while obtaining an education that delivers a college and career ready young adult. We believe that every adult working at the site is important to student growth as visibility doesn't equal value. We believe that students must feel safe at school and know the parameters for behavior; what is expected in each area of the school and to be rewarded for appropriate choices. We believe that students must be in school in order to learn. We believe that all students are capable of deep learning when instruction is differentiated and as each student is nurtured toward success. We believe students can be college and career ready. We believe in providing a system of supports for needs, academic, behavioral and emotional.

## School Description

Charles Hoffman Elementary School is located at the 6,000 foot elevation in the San Bernardino mountains and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 326 students were enrolled, including 9.5% in special education, 6.1% qualifying for English Language Learner support, and 60.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.30%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.00%	Kindergarten	58
Asian	0.90%	Grade 1	59
Filipino	0.00%	Grade 2	60
Hisp. or Latino	31.00%	Grade 3	49
Native Hawaiian or Pacific Islander	0.00%	Grade 4	47
White	62.30%	Grade 5	53
Two or More Races	5.50%	Ungraded	0
Students with Disabilities	9.50%		
Socioeconomically Disadvantaged	60.40%		
English Learners	6.10%		
Foster Youth	0.90%		
Homeless	1.80%		
Total Enrollment			326

## 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	20.4	36.7	12.2

*Note: Percentages are not calculated and double dashes (--) appear in the table 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.*

### 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/](http://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)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	49.0	42.0	38.0	41.0	50.0	50.0
Mathematics (grades 3-8 and 11)	33.0	30.0	24.0	23.0	38.0	39.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)						
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards	
All Students	142	138	97.18	2.82	42.03	
Male	66	62	93.94	6.06	33.87	
Female	76	76	100.00	0.00	48.68	
Black or African-Amer.						
Amer. Indian or Alaska Native						
Asian	--	--	--	--	--	
Filipino						
Hisp. or Latino	44	44	100.00	0.00	31.82	
Native Hawaiian or Pacific Islander						
White	90	87	96.67	3.33	47.13	
Two or More Races	--	--	--	--	--	
English Learners	20	20	100.00	0.00	40.00	
Socioeconomically Disadvantaged	86	85	98.84	1.16	32.94	
Students with Disabilities	19	17	89.47	10.53	11.76	
Students Receiving Migrant Ed. Services						
Foster Youth						
Homeless	--	--	--	--	--	

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	142	137	96.48	3.52	29.93
Male	66	61	92.42	7.58	40.98
Female	76	76	100.00	0.00	21.05
Black or African-Amer.					
Amer. Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hisp. or Latino	44	44	100.00	0.00	29.55
Native Hawaiian or Pacific Islander					
White	90	86	95.56	4.44	30.23
Two or More Races	--	--	--	--	--
English Learners	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	86	85	98.84	1.16	23.53
Students with Disabilities	19	17	89.47	10.53	5.88
Students Receiving Migrant Ed. Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

## 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 & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, 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  
Makerspace Assistant  
Meet the Masters Art/Art History Program  
Reading Intervention Program  
Room Parent

### Committees

English Learner Advisory Council (ELAC)  
Parent Teacher Association (PTA)  
School Site Council (SSC)

### School Activities

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

## 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:

- Installation of turf
- Repairs to the asphalt in parking area
- Addition of a tree in front of campus
- Turf repairs on playgrounds

2019-20 Campus Improvements in Progress:

- Installation of two water bottle filling stations
- Roofing repairs
- Installation of security cameras and new locks throughout campus
- Painting projects to the interior of campus

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 Tuesday, December 03, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, December 03, 2019			
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 - Facia is deteriorating
	Portables - Damaged gutters

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, students are welcomed individually by several staff members to start the day in a positive way. 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 with a valid state issued identification to be scanned through the Raptor security system 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 2019.

## 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			
	16-17	17-18	18-19
	School		
% Students Suspended	1.1	0.5	0.6
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	32.2	8.9	8.9
% Students Expelled	0.3	0.3	0.1
	State		
% Students Suspended	3.6	3.5	3.5
% 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.

Average Class Size and Class Size Distribution				
Grade	2016-17			
	Avg. Class Size	Number of Classes		
		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	
Grade	2017-18			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		3	
1	26.0		2	
2	25.0		2	
3	16.0	1	2	
4	26.0			1
5	35.0			2
Grade	2018-19			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0	1	2	
1	24.0		1	
2	26.0		2	
3	27.0		2	
4	24.0			1
5	32.0		2	
Other**	24.0		1	

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

\*\*"Other" category is for multi-grade level classes.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Charles Hoffman Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Charles Hoffman Elementary School held staff development training devoted to:

- Professional Learning Communities (PLC's)
- Positive Behavioral Interventions & Supports (PBIS)
- Response to Intervention (RtI)
- California State Standards
- Guided Language Acquisition Development (GLAD)
- Foundations of Numeracy
- Building Strong Sense with Place Value
- Building Educator Assessment Literacy of Performance Tasks for Mathematics Leaders

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 2017-18, 2018-19 and 2019-20 school years, Charles Hoffman Elementary School's teachers attended the following events hosted by the Rim of the World Unified School District:

2017-18 Training:

- Journeys (ELA/ELD Curriculum)
- ELA/ELD Curriculum and Checkpoint Standards

2018-19 Training:

- Technology Integration
- Social Emotional Learning (SEL)
- High Impact, Teaching Strategies

2019-20 Training:

- Social Emotional (SEL)
- Engagement Strategies
- Grade Level Collaboration

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
0	1	2

### Instructional Materials

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

On Thursday, September 12, 2019, 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. 19/20-03 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 2019-20 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
<b>English Language Arts</b>		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2018	Houghton Mifflin, <i>Journeys</i>	0 %
<b>History-Social Science</b>		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
<b>Mathematics</b>		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
<b>Science</b>		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Houghton Mifflin Harcourt School Publishers, <i>Splash into Pre-K (Steve Spangler Science Package)</i>	0 %
2006	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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	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 2018-19 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			
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	14	14	14	150
Teachers With Full Credentials	14	14	13	144
Teachers Without Full Credentials	0	0	1	6
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of 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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$42,684	\$46,208
Mid-Range Teacher Salary	\$68,598	\$72,218
Highest Teacher Salary	\$89,207	\$92,742
Superintendent Salary	\$175,000	\$186,823
<b>Average Principal Salaries:</b>		
Elementary School	\$98,885	\$134,864
Middle School	\$101,971	\$118,220
High School	\$107,854	\$127,356
<b>Percentage of Budget:</b>		
Teacher Salaries	31%	33%
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 2017-18 school year, Rim of the World Unified School District spent an average of \$11,123 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- Career and Technical Education Programs
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.		% Diff. School & State
			State	State	State
Total**	\$6,766	N/A	N/A	N/A	N/A
Restricted	\$595	N/A	N/A	N/A	N/A
Unrestricted	\$6,171	\$19,169	32.19	\$7,507	82.20
Average Teacher Salary	\$88,892	\$70,313	126.42	\$72,949	121.85

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 section were acquired in November 2019. Data to prepare the school facilities section were acquired in December 2019.