

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

Grades 9 through 12
David Nygren, Principal
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2018-19 School Accountability Report Card *Published January 2020*

Rim of the World Unified School District
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Principal's Message

Dear Rim Parents and Students:

It is with great pleasure that I welcome you to the 2019-2020 school year; this is my second year serving as principal and my twelfth year as an administrator in the Rim district and I am proud to be a Fighting Scot! Last year was a successful year for us on many fronts, but this year has the potential to be even better as we strive for continuous school improvement year after year. As Rim High students, staff, parents, and our mountain community, we know that we are better together and when we exude a heart for all, we exemplify Rim Pride and Tradition!

In April of last year, we started construction using Measure W bond funds, which includes new stucco and paint, new dual paned windows, and the remodeling of five sets of student restrooms. The work was scheduled to finish in December, but they are ahead of schedule and should finish this October! We are elated that the school is getting a facelift, we will be able to hold heat more efficiently, and our students to have new restrooms that are ADA compliant.

The 18-19 school year brought much success, academically, artistically, athletically and with activities. We raised both our English and Math proficient and advanced scores on the CAASP standardized tests while continuing to offer 14 different Advanced Placement courses. We had a WASC visit on March 17-20, 2019, and we were granted our accreditation until June 30, 2025. They left us several recommendations for improvement which we will be working on during our Professional Learning Communities throughout this school year. Our Career and Technical Education (CTE) classes and pathways continue to be a strength and lead to great career choices for our students.

We have hired a new band director this year, the band just held a Master Class with Jazz great Eric Marienthal, and the marching band plans on going to several parades and playing all of the home football games this year. Last year, our yearbook was the recipient of the Josten's National Yearbook Program of Excellence Award, and our Art department held several student Art shows. RHS Drama will be performing "Elf, Jr., The Musical" this year as well as putting on a Haunted House fundraiser.

Last year, our Golf, Boys and Girls Tennis, Volleyball, and Wrestling teams were all league champions, and this year we will be finishing our last year in the San Andreas League before entering the newly formed 13-team and aptly named Arrowhead Conference in 2020-2021. We also created a new mascot last year, launched a customizable athletic wear online store for all sports, and took many of our athletic processes online (paperless). ASB leadership hosted new events like a Veteran's Day Assembly, and new Senior activities like Movie Premiere nights and Link Crew activities. They are currently planning for our Homecoming Dance to be at Sky Park this year!

We are looking forward to 2019-20 being our best school year yet, and to working with each one of you to ensure that each student has the same opportunity for success in high school and beyond!

Yours in service,
David K. Nygren, Principal
Rim of the World High School
"Home of the Fighting Scots"

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.

Website Address

www.rimsd.k12.ca.us

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School Description

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 2018-19 school year, 915 students were enrolled, including 13.1% in special education, 8.9% qualifying for English Language Learner support, and 53.9% 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.	1.10%	Grade 9	255
Amer. Indian or Alaska Native	0.30%	Grade 10	241
Asian	0.80%	Grade 11	210
Filipino	0.50%	Grade 12	209
Hisp. or Latino	36.00%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
White	56.20%		
Two or More Races	4.90%		
Students with Disabilities	13.10%		
Socioeconomically Disadvantaged	53.90%		
English Learners	8.90%		
Foster Youth	0.30%		
Homeless	2.30%		
Total Enrollment			915

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 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
Ninth	14.4	27.8	38.4

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/.

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)	64.0	57.0	38.0	41.0	50.0	50.0
Mathematics (grades 3-8 and 11)	27.0	16.0	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	202	195	96.53	3.47	57.44
Male	116	111	95.69	4.31	53.15
Female	86	84	97.67	2.33	63.10
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	70	68	97.14	2.86	51.47
Native Hawaiian or Pacific Islander					
White	111	108	97.30	2.70	59.26
Two or More Races	12	10	83.33	16.67	100.00
English Learners	18	18	100.00	0.00	11.11
Socioeconomically Disadvantaged	90	85	94.44	5.56	45.88
Students with Disabilities	27	26	96.30	3.70	7.69
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	202	194	96.04	3.96	15.98
Male	116	110	94.83	5.17	14.55
Female	86	84	97.67	2.33	17.86
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	70	68	97.14	2.86	16.18
Native Hawaiian or Pacific Islander					
White	111	107	96.40	3.60	17.76
Two or More Races	12	10	83.33	16.67	10.00
English Learners	18	18	100.00	0.00	0.00
Socioeconomically Disadvantaged	90	84	93.33	6.67	9.52
Students with Disabilities	27	26	96.30	3.70	0.00
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 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:

- Renovations to the PAC HVAC system
- Repairs to the roofs
- Installation of new carpeting
- Installation of new transformers
- Repairs to the generator

- Installation of new LED lighting
- Painting projects
- Upgrades to restrooms
- Building electrical
- Preparation and painting
- Building, plumbing, relocation of existing fire suppression and miscellaneous demolition

2019-20 Campus Improvements in Progress:

- New stucco to the school site
- Installation of new dual pane windows
- Addition of five new sets of student restrooms

Every morning before school begins, the custodians and administration inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two 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 assistant 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 Friday, December 06, 2019. No emergency repairs were needed and no unsafe conditions were found. 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: Friday, December 06, 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	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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, administration 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 2019.

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			
	16-17	17-18	18-19
	School		
% Students Suspended	17.2	14.8	14.5
% Students Expelled	0.5	0.9	0.2
	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 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.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Avg. Class Size	Number of Classes		
		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
2017-18				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	20.0	24	15	15
Mathematics	21.0	16	15	9
Science	25.0	10	7	12
Social Science	18.0	20	16	6
2018-19				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	21.0	20	17	11
Mathematics	20.0	21	6	11
Science	23.0	10	10	8
Social Science	20.0	17	10	7

*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.

Dropout & Graduation Rates

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, counseling, after school tutoring, and referral to the continuation school. 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, 2017-18 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)			
School			
	15-16	16-17	17-18
Dropout Rate	5.8%	3.6%	3.5%
Graduation Rate	92.5%	91.5%	95.1%
District			
	15-16	16-17	17-18
Dropout Rate	12.4%	6.2%	9.5%
Graduation Rate	85.1%	89.5%	88.6%
State			
	15-16	16-17	17-18
Dropout Rate	9.7%	9.1%	9.6%
Graduation Rate	83.8%	82.7%	83.0%

For the formula to calculate the 2017-18 and 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Rim of the World High School revolve around the California State Content Standards and Frameworks. During the 2018-19 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 minimum 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 2017-18, 2018-19 and 2019-20 school years, Rim of the World High School's teachers attended the following events hosted by the Rim of the World Unified School District:

2017-18 Training:

- Inquiry Based Learning
- Lesson Deconstruction Tasks
- Strategies for Creating EdTech Enriched and Engaging Lessons with Rigor and Relevance
- Focus on the 4 C's: Communication, Collaborate, Creativity, Critical Thinking

2018-19 Training:

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

2019-20 Training:

- Department Collaboration
- Social Emotional and Engagement Strategies

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.

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

On Thursday, 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, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 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
English Language Arts		
2002	Pearson Prentice Hall, <i>Literature (Platinum Edition)</i>	0 %
2002	Prentice Hall, <i>Literature (Gold 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 3: Situaciones</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	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2007	Prentice Hall College Division, <i>The World's History</i>	0 %
Mathematics		
2015	Houghton Mifflin, <i>Integrated Math 1, 2 & 3</i>	0 %
2004	Pearson/Addison Wesley, <i>PreCalculus</i>	0 %
1994	Prentice Hall, <i>Algebra and Trigonometry</i>	0 %
2015	South-Western Cengage Learning, <i>Financial Algebra</i>	0 %
Science		
2016	Bedford, Freeman, Worth, <i>Myers Psychology Second Edition for AP</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Chemistry Matter and Change</i>	0 %
2016	Glencoe/McGraw-Hill, <i>Earth Science: Geology, the Environment, and the Universe</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Physical Science with Earth Science</i>	0 %
2001	Holt, Rinehart and Winston, <i>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 %
2003	McGraw Hill Education, <i>Essentials of Human Anatomy & Physiology</i>	0 %
2006	Pearson, <i>Conceptual Physics</i>	0 %
2015	Pearson Prentice Hall, <i>Campbell's AP Biology 10th 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 <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.4
2017-18 Graduates who Completed all Courses Required for UC/CSU Admission	29.2

Advanced Placement

In 2018-19, 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 2018-19		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	7	N/A
All Courses	18	22.1

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 2018-19 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
- Cabinet Making 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

Rim of the World High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Rim of the World High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2018-19	
Total number of students participating in CTE programs	587
Percentage of students completing CTE program and earning a high school diploma	41.3 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	3	2.8
Resource Aides (Instructional Aides)	11	5.0
Campus Security	5	4.5
EL 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: 1:305		

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, Rim of the World High School had 44 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	41	47	48	150
Teachers With Full Credentials	40	44	46	144
Teachers Without Full Credentials	1	3	2	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
Average Principal Salaries:		
Elementary School	\$98,885	\$134,864
Middle School	\$101,971	\$118,220
High School	\$107,854	\$127,356
Percentage of Budget:		
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/ 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 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 & State		% Diff. School & State
			School & Dist.	State	
Total**	\$9,751	N/A	N/A	N/A	N/A
Restricted	\$1,797	N/A	N/A	N/A	N/A
Unrestricted	\$7,954	\$19,169	41.49	\$7,507	105.96
Average Teacher Salary	\$103,989	\$70,313	147.89	\$72,949	142.55

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