

Rim of the World Unified School District Charles Hoffman Elementary School

Grades TK through 5
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2019-20 School Accountability Report Card

Published January 2021

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Contents

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

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Welcome to Charles Hoffman Elementary!

Education changed suddenly at CHE on March 13, 2020, when Governor Newsom issued a stay at home order due to the coronavirus. This is still affecting the school during the 2020-2021 school year.

The pandemic has required students are taught through Distance Learning using daily synchronous zoom lessons and asynchronous student assignments, supported by teachers at this time. Any student needing a Chromebook was given one from the site and the district provided hotspots for those needing internet connection. While upper-grade teachers had utilized Chromebooks and Google Classroom with their classrooms, those students did not utilize those resources at home. Concurrently, primary grade students shared the site's two computer labs with touch screen access and did not use Google Classroom.

When teachers and students returned in August, there was a steep learning curve in technology, especially for primary grade students, parents, and teachers. However, by mid-October, all seemed capable of logging into their zoom lessons, Google Classroom, and navigating the various platforms for learning through our Go Math and Journeys, the state-approved curriculum for math and ELA. We plan to return on Hybrid while some families choose to continue with Distance Learning.

Last year, the district began using Kelvin pulses, surveys given to students, to determine their perceptions regarding four dimensions of school: Instructional Environment, Relationships, Safety, and Growth Mindset. CHE rated the highest among the ROWUSD schools with scores in the 80-100% range. For the 20-21 year, the dimensions are Instructional Environment, Relationships, Climate of Support for Academic Learning, and Distance Learning, given to students, parents or guardians, and staff. As expected, Distance Learning received lower marks than all other categories. CHE remained in the 80-100% range for the other three areas.

At CHE, we model the PBIS, Positive Behavior and Intervention Supports, framework. This country-wide initiative strives to create an atmosphere in school where students happily attend, feel loved, and are nurtured toward success. Schoolwide behavior expectations are explicitly taught- Be Safe, Be Respectful, and Be Responsible. Rewards for maintaining that behavior are applicable to all. Those students who need more support in making correct choices are given opportunities to learn and practice in small groups or individually.

The RIM Portrait of a Graduate who has Academic Literacy, Social Skills, Real World Skills, Traits of a Learner, a Plan for the Future and the desire to Contribute to Society is our goal. Through a rigorous public education with high expectations for all, the school and community work together with the family to benefit their student.

Mission

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.

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 does not 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 engaged and in attendance 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 2019-20 school year, 316 students were enrolled, including 13% in special education, 5.1% qualifying for English Language Learner support, and 57.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
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	65
Asian	0.60%	Grade 1	46
Filipino	0.00%	Grade 2	57
Hisp. or Latino	32.00%	Grade 3	57
Native Hawaiian or Pacific Islander	0.00%	Grade 4	45
White	60.40%	Grade 5	46
Two or More Races	6.60%	Ungraded	0
Students with Disabilities	13.00%		
Socioeconomically Disadvantaged	57.90%		
English Learners	5.10%		
Foster Youth	0.90%		
Homeless	1.60%		
Total Enrollment			316

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 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	42.0	N/A	41.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	30.0	N/A	23.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group (2019-20)							
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards		
						Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)	
						School	District
	18-19	19-20	18-19	19-20	18-19	19-20	
All Students	N/A	N/A	N/A	N/A	N/A	N/A	
Male	N/A	N/A	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	N/A	N/A	
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A	N/A	
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A	N/A	
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	N/A	N/A	N/A	
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A	N/A	
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	

CAASPP Test Results in Mathematics by Student Group (2019-20)							
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards		
						Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)	
						School	District
	18-19	19-20	18-19	19-20	18-19	19-20	
All Students	N/A	N/A	N/A	N/A	N/A	N/A	
Male	N/A	N/A	N/A	N/A	N/A	N/A	
Female	N/A	N/A	N/A	N/A	N/A	N/A	
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A	N/A	
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A	N/A	
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	N/A	N/A	N/A	
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A	N/A	
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)											
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards						
						All Students	N/A	N/A	N/A	N/A	N/A
						Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A						
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A						
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A						
Asian	N/A	N/A	N/A	N/A	N/A						
Filipino	N/A	N/A	N/A	N/A	N/A						
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A						
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A						
White	N/A	N/A	N/A	N/A	N/A						
Two or More Races	N/A	N/A	N/A	N/A	N/A						
English Learners	N/A	N/A	N/A	N/A	N/A						
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A						
Students with Disabilities	N/A	N/A	N/A	N/A	N/A						
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A						
Foster Youth	N/A	N/A	N/A	N/A	N/A						
Homeless	N/A	N/A	N/A	N/A	N/A						

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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, social media, and Parent Square, which is the district's email, text and telephone call system. Contact the school office at (909) 939-0006 for more information about becoming involved! We love Volunteers!

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
Fall Festival
Firefighter Santa Event
Fundraisers
Holiday Boutique

Loving Solutions Dinner & Discussion Nights
Jog-a-Thon
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:

2019-20 Campus Improvements:

- 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

2020-21 Campus Improvements in Progress:

- Repaint school exterior and install new fascia boards
- Replace kindergarten area turf
- Resurface the front parking area
- Repaint library and classroom wing
- Repaint office staff room wing
- Restripe playground and basketball courts
- Install eight new outdoor picnic tables

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 Monday, November 02, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Monday, November 02, 2020			
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 - Deficiency noted
	Portables - Deficiency noted
(H)	Playground - Deficiency noted

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 supervise 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 2020.

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		
	17-18	18-19	19-20
	School		
% Students Suspended	0.5	0.6	0.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	8.9	8.9	4.1
% Students Expelled	0.3	0.1	0.4
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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	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	
Grade	2019-20			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		2	
1	13.0	1	1	
2	26.0		1	
3	26.0		2	
4	13.0		1	
5	31.0		1	
Other**	18.0	2	4	

*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 2019-20 school year, Charles Hoffman Elementary School held staff development training devoted to:

- CA State Standards
- CAASPP Test Preparation
- Google Classroom
- Lexia
- Renaissance Place
- Technology Platforms

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 2018-19, 2019-20 and 2020-21 school years, Charles Hoffman Elementary School's teachers had the opportunity to attend the following events hosted by the Rim of the World Unified School District:

2018-19 Training:

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

2019-20 Training:

- CDW - Google Classroom using Google Suite for Education
- Lead Learner Associates - Increase Repertoire of Active Student Engagement Strategies
- Thriving YoUniversity - ABC's of S.E.A.L.
- Computer Using Educators - CUERockstar Conference
- The Next Generation Science Standards (NGSS)

2020-21 Training:

- SBCSS - Google Classroom Using Google Suite for Education
- Computer Using Educators - Fall Virtual CUE 202
- Liminex - GoGuardian for Teachers-Help Manage Chromebook Usage in the Classroom
- SBCSS, Curriculum Instruction and Academic Enrichment Department-Provide PD to Teachers for English Language Learners

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		
2018-19	2019-20	2020-21
1	2	1

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). The History-Social Science and Science instructional materials are not from the most current state-board adopted list of materials, but the materials in use are aligned to state standards. The Pre-K / TK materials are from the district's most recent local adoption as there is no state board adoption list for these materials (Splash into Pre-K and National Frog Street Pre-K, all subjects).

On Thursday, September 10, 2020, 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. 20-21/03 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Rim

of the World Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2018	Houghton Mifflin, <i>Journeys</i>	0 %
History-Social Science		
2012	Frogstreet Press, <i>National Frog Street Pre-K</i>	0 %
2006	Harcourt, <i>Reflections</i>	0 %
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
Mathematics		
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 %
Science		
2012	Harcourt School Publishers, <i>Splash into Pre-K Program</i>	0 %
2008	Pearson Scott Foresman, <i>CA Science K-5</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) 2019-20		
	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 2019-20 school year, Charles Hoffman Elementary School had 13 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
	18-19	19-20	20-21	20-21
Total Teachers	14	14	13	154
Teachers With Full Credentials	14	13	13	151
Teachers Without Full Credentials	0	1	0	3
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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,185	\$47,145
Mid-Range Teacher Salary	\$72,618	\$74,952
Highest Teacher Salary	\$96,968	\$96,092
Superintendent Salary	\$175,000	\$192,565
Average Principal Salaries:		
Elementary School	\$98,885	\$116,716
Middle School	\$101,971	\$120,813
High School	\$107,854	\$131,905
Percentage of Budget:		
Teacher Salaries	30%	31%
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 2018-19 school year, Rim of the World Unified School District spent an average of \$11,869 of total general funds to educate each student (based on 2018-19 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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Classified School Employee Professional Development Block Grant
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Other Local: 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 2018-19					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,998	N/A	N/A	N/A	N/A
Restricted	\$645	N/A	N/A	N/A	N/A
Unrestricted	\$6,353	\$12,776	49.73	\$13,080	48.57
Average Teacher Salary	\$71,819	\$72,709	98.78	\$75,706	94.87

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Charles Hoffman Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 2020. Data to prepare the school facilities section were acquired in October 2020.