

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

Grades 6 through 8
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2019-20 School Accountability Report Card

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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

On this my fifth year with MPH, it continues to be a pleasure to serve the students, staff, and community of our Rim Family. Our dedicated and superior staff seek to work with our parents and community to place the instructional excellence and safety of our students first.

I welcome all students, parents, and families to Mary Putnam Henck. We serve grades 6 through 8 as we prepare all students for what lies ahead in high school, college, career, and beyond! We are working diligently to improve student achievement incorporating CCSS, enhancing curriculum to differentiate learning, increasing the use of 21st-century technologies in the classroom to support our, 21st-century learners, in a supportive and engaging environment supported by our Positive Behavior Interventions and Supports (PBIS) Team. With the current health and safety regulations, we have started this school year in distance learning and welcome our students, parents/guardians, families, staff, and community members to continue to provide feedback on how we can best serve our student population.

It is our goal at MPH to facilitate the education of our students through elevated expectations, as well as multiple and diverse methods of student engagement in the curriculum. We believe education should be rigorous and beneficial to the preparation of students' future collegiate and career pursuits. Finally, we believe the connection to students' experiences, culture, and interests through a caring environment encourages student achievement. These tenets of education are most successfully supported via the collaboration of best practices by invested members in a solutions-based model. Together we will continue to further the processes that incite advancement: valuing what we have, assessing where we are, and striving to identify needs and areas for advancement.

Our efforts to provide a rigorous and relevant academic program shall surely assist our students as expectations rise and shift. We have added Honors Math and English classes to all grade levels and now provide STEAM, AVID, Leadership, and Music electives to all grade levels. We continuously seek opportunities to grow our academic offerings.

Campus facilities have received updates with paint, resurfacing, and added resources, like additional hydration stations and security surveillance.

Middle school is also a time of great personal change in a young person's life when our students experience physical, emotional, and social changes. Support in these critical years is essential. Thus, we have continued efforts to teach and model PBIS (Positive Behavior Intervention and Support) schoolwide and provide resources through our guidance office and Care Solace to support our students' social-emotional learning.

We invite our students, parents, and community to journey with us and contact our MPH office at 909-336-0360, with any questions, insight, or further assistance desired. With honor, integrity, and genuine concern for all, we will make it a great school year!

Mission

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

Vision

Rim of the World Unified School District Vision Statement
At Rim of the World Unified, we are committed to providing rigorous instruction in a safe and engaging environment to all student to make the, successful in college, career and beyond.

MPH Site Goals and Administration Non-Negotiables

1. Instruction, Student Learning and Professional Development in alignment with Common Core State Standards for college and career preparation.
2. Safe and Positive School Climate is a top priority for all decision-making supported by the positive school culture plan and PBIS progressive interventions.
3. Equity and Engagement – Engage families and community while providing equity and access.
4. Adherence to all legal guidelines – School rules, Administrative Regulations, Board Policy, Education Code, State laws, Federal laws, Case laws, and the Constitution of the United States of America.

Adherence to all financial laws – School rules, Administrative Regulations, Board Policy, FCMAT regulations, Education Code, State Laws, Federal laws, Case laws, and the Constitution of the United States of America.

School Description

Mary P. Henck Intermediate School is located in the northwestern region of Lake Arrowhead and serves students in grades six through eight following a traditional calendar. At the beginning of the 2019-20 school year, 708 students were enrolled, including 13.3% in special education, 10.7% qualifying for English Language Learner support, and 62.4% 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.	0.70%	Grade 6	234
Amer. Indian or Alaska Native	0.10%	Grade 7	249
Asian	0.70%	Grade 8	225
Filipino	0.00%	Ungraded	0
Hisp. or Latino	40.00%		
Native Hawaiian or Pacific Islander	0.10%		
White	53.70%		
Two or More Races	4.70%		
Students with Disabilities	13.30%		
Socioeconomically Disadvantaged	62.40%		
English Learners	10.70%		
Foster Youth	0.10%		
Homeless	3.00%		
Total Enrollment			708

Student Achievement

Physical Fitness

In the spring of each year, Mary P. Henck Intermediate School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness

zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 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
Seventh	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)	38.0	N/A	41.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	23.0	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
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

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
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.

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
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 MPH PTA, SSC, ELAC, in the classroom and via school sponsored clubs.

Parents stay informed on upcoming events and school activities through email, newsletters, the school website, biweekly updates, PTA Facebook page, Instagram (mary-putnam-henck), and Parent Square call system. Contact the school office at (909) 336-0360 for more information on how to become involved in your child's learning environment.

School Activities

Back to School Night
 Open House
 School Dances
 Every Day Counts (Academic, Attendance and other Awards/Recognition Assemblies)
 PBIS Talent Show
 Community Nights - San Bernardino County Sheriff
 Coffee with the Counselor
 MPH Administration Information Nights
 Coffee with the Principal

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mary P. Henck Intermediate School's original facilities were built in 1970; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District

maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2019-20 Campus Improvements:

- Replace two air conditioning units
- Generator repairs
- Upgrade drinking fountains
- Pest control on fields

2020-21 Campus Improvements Planned or in Progress:

- Resurface the gym floor and stage floor
- Repaint the exterior of the school
- New landscaping
- Repaint/refresh the cafeteria
- Replace heaters in two classrooms
- Installation of LED lighting in the gym

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Mary P. Henck Intermediate School. The day custodian is responsible for:

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

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

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

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

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

Facilities Inspection

The district's maintenance department inspects Mary P. Henck Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Mary P. Henck Intermediate School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most

recent school inspection took place on Tuesday, November 03, 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: Tuesday, November 03, 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
(H)	Upper B - & Lower A - Classroom windows do not all function
	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, administrators, the counselor, school office staff, campus security officers, and teachers patrol the campus, entrance areas, and designated common areas. Administrators, the counselor, and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus security officers, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Mary P. Henck Intermediate School is a closed campus. During school hours, all visitors must sign in at the school's office 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 Mary P. Henck Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in January 2020. Staff responsibilities and safety plan updates were discussed with staff in August 2020.

Classroom Environment

Discipline & Climate for Learning

Mary P. Henck Intermediate School's intervention practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive interventions and proactive measures are employed in the classroom and schoolwide through PBIS and restorative justice for those students experiencing difficulty following school rules and to reinforce positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation. The positive school culture plan and PBIS expectations are taught and modeled for success.

Suspensions & Expulsions			
	17-18	18-19	19-20
	School		
% Students Suspended	15.0	14.8	8.1
% Students Expelled	0.2	0.2	1.1
	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 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				
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	6	3	12
Mathematics	26.0	6	3	11
Science	28.0	2	8	7
Social Science	28.0	2	5	10
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	6	6	9
Mathematics	23.0	8	4	10
Science	27.0	3	8	8
Social Science	29.0	2	6	9
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	19.0	11	7	8
Mathematics	20.0	9	9	5
Science	29.0	2	9	6
Social Science	26.0	3	10	5

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Mary P. Henck Intermediate School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Mary P. Henck Intermediate School held staff development training devoted to:

- Instructional Alignment to Benchmarks
- National Institute for Excellence in Teaching (NIET)
- Professional Learning Communities (PLCs)
- Positive Behavioral Interventions & Supports (PBIS)
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Mary P. Henck Intermediate School supports ongoing professional growth throughout the year on minimum days. 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 2018-19, 2019-20 and 2020-21 school years, Mary P. Henck Intermediate 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

Mary P. Henck Intermediate School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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 Mary P. Henck Intermediate 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 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.

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		
2002	Houghton Mifflin, <i>Reading CA: Triumphs</i>	0 %
2018	Houghton Mifflin Harcourt, <i>Collections</i>	0 %
2002	McDougal Littell, <i>Language of Literature</i>	0 %
English Language Development		
2008	National Geographic / Hampton Brown, <i>Inside - Language, Literacy, and Content Level B & C</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2021	McGraw Hill, <i>CA Impact; World History and Geography, Ancient Civilizations</i>	0 %
2021	McGraw Hill, <i>CA Impact; World History and Geography, Growth and Conflict</i>	0 %
2021	McGraw Hill, <i>CA Impact; World History and Geography, Medieval and Early Modern Times</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2015	CPM Educational Program, <i>Core Connections Course 2 & 3</i>	0 %
2016	CPM Educational Program, <i>Core Connections, Algebra 1</i>	0 %
2017	Houghton Mifflin, <i>Go Math! HMH California Edition</i>	0 %
2021	Houghton Mifflin Harcourt, <i>2020 Into Math</i>	0 %
2001	Prentice Hall, <i>Algebra 1, CA Edition</i>	0 %
Science		
2008	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %
2008	Scott Foresman, <i>Focus on Earth Science</i>	0 %

Professional Staff

Counseling & Support Staff

Mary P. Henck Intermediate School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Mary P. Henck Intermediate School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	1	1.0
Counselor	1	0.5
Health Clerk	1	0.4
Library Media Technician	1	1.0
Nurse	1	0.4
Psychologist	1	0.4
Speech/Language/Hearing Specialist	1	0.4

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, Mary P. Henck Intermediate School had 31 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	33	32	32	154
Teachers With Full Credentials	31	31	32	151
Teachers Without Full Credentials	2	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.		% Diff. School & State
			State		
Total**	\$7,635	N/A	N/A	N/A	N/A
Restricted	\$1,617	N/A	N/A	N/A	N/A
Unrestricted	\$6,019	\$12,776	47.11	\$13,080	46.02
Average Teacher Salary	\$78,905	\$72,709	108.52	\$75,706	104.23

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 Mary P. Henck Intermediate 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.