



Ben Hulse Elementary School

303 S. "D" Street • Imperial, CA 92251 • (760) 355-3210 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Imperial Unified School District

219 North E St.

Imperial, CA 92251

(760) 355-3200

<http://imperialusd.org>

District Governing Board

Abdul Mohamed

Board Member

Victor Lopez

Board Member

Jill Tucker

Board President

Liliana Duran

Board Member

John Denault

Board Member

District Administration

Bryan Thomason

Superintendent

Roger Ruvalcaba

Assistant Superintendent

Hector Coronel

Director of Special Education

Summer Heraz

Director of Curriculum & Programs

Gina Hendrix

**Director, Fiscal & Administrative
Services**

School Description

Mission Statement

The Ben Hulse Elementary School staff believes that all children can reach their maximum educational potential in a safe and orderly environment. All children will be given the opportunity to not only master the basic skills, but to discover the joys of learning through educational activities, creative problem solving and critical thinking. Our motto is: A school where every child counts. Ben Hulse staff, students, and parents will work together to provide a solid academic foundation in a positive learning environment.

School Description

The Ben Hulse Elementary School community is located in the city of Imperial, approximately 111 miles east of San Diego and approximately 210 miles southeast of Los Angeles. Imperial County sustains a desert climate. Winter low temperatures average around 45° F and summer highs are around 100° F.

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1902 and produced its first graduating class in 1906. The district educates students in grades Transitional Kindergarten (TK) through twelve on a traditional calendar system. There are currently three elementary schools, one middle school, one high school, and one alternative school in the district. Imperial Unified School District is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Ben Hulse Elementary School, a recently recognized 2019-2020 Educational Results Partnership (ERP) Honor Roll School, a 1998, 2014 and 2018 California Distinguished School, a 2013, 2015 and 2018 California Honor Roll (Campaign for Business and Education Excellence), and a Title 1 Achieving School, is located in the city of Imperial. The school opened its doors in 1949 to grades kindergarten through six. During the 2019-2020 school year, Ben Hulse Elementary School had approximately 810 students enrolled in grades (TK) Transitional kindergarten through five. Student body demographics are illustrated in the chart.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	158
Grade 1	129
Grade 2	120
Grade 3	133
Grade 4	134
Grade 5	133
Total Enrollment	807

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.5
Hispanic or Latino	87.6
White	9.4
Two or More Races	0.6
Socioeconomically Disadvantaged	58
English Learners	31.7
Students with Disabilities	10.5
Foster Youth	0.5
Homeless	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Ben Hulse Elementary	18-19	19-20	20-21
With Full Credential	46	32	34
Without Full Credential	0	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Imperial Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	181
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ben Hulse Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All IUSD curriculum and materials are State Board of Education (SBE) adopted and aligned. Teachers use these state-adopted materials for instruction so that all students have access to the standards. Each year, principals certify that sufficient instructional materials are available to meet the needs of all students.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Journeys / Big Day Adopted 2017 / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin / Harcourt Go Math Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly 2019-20 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Percent of students lacking their own assigned textbook: 0
Health	MacMillan Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintenance and Repair

- Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

- The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

- The district does not participate in the State School Deferred Maintenance Program designed to assist school districts with expenditures for major repair or replacement of existing school building components. The program was eliminated in 2010-2011. The district does allocate funds to a Routine Restricted Maintenance account which is designed to fund district expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Ben Hulse Elementary School provides a safe, clean environment for students, staff, and volunteers. The majority of school facilities were built in 1954; the Roosevelt wing (the northern-most wing) was built in 1949. The school facilities are situated on 16 acres. The school buildings span 86,667 square feet consisting of 29 permanent classrooms and 25 portable classrooms which includes 1 intervention classroom, 7 Science Discovery rooms, and a meeting room for our parent/teacher organization. A library, a cafeteria/multipurpose room, an administrative office with a conference room and nurse's office, two staff work rooms and a Speech room are also part of the large school. The facility strongly supports teaching and learning through its ample classroom and recreation space. The table shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Replace light bulbs #12832
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Change core cylinder too difficult to lock #12830
Safety: Fire Safety, Hazardous Materials	Good	Fire alarm needs servicing/light sensor not working properly by alarm key pad #12829
Structural: Structural Damage, Roofs	Good	Ceiling tiles have wet spots. Check AC condensation #12827. Replace ceiling tile 12833
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Fix 3inch hole in metal ramp #12828
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	60	N/A	50	N/A
Math	43	N/A	42	N/A	39	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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	36	N/A	30	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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	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-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 American	N/A	N/A	N/A	N/A	N/A
American 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
Hispanic 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
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	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 Education 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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 American	N/A	N/A	N/A	N/A	N/A
American 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
Hispanic 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
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	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 Education 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 American	N/A	N/A	N/A	N/A	N/A
American 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
Hispanic 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
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	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 Education 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Due to COVID-19 the school has been closed for in-person instruction. Cohorts have been provided on campus instruction when approved by the Imperial County Public Health Department. Opportunities for on campus Parental Involvement have been limited/minimized or altered. Meetings are held via Zoom or Google Meet. Assemblies or presentations are 'drive-by' or 'drive-through' or via Zoom. On campus events are not being permitted.

Parents and the community are very supportive of the educational program at Ben Hulse Elementary School. The school encourages parents to become involved in their child's education by volunteering in the classroom and participating in school sponsored activities. Our school has three parent committees that help support our school. Our School Site Council (SSC) meets regularly and welcomes participation of parents to assist in the formulation of student goals and to oversee the funding to assist in meeting student achievement. Our English Language Advisory Committee (ELAC) holds quarterly meetings and joins our SSC meetings. Their meetings focus on the resources and goals for our English Language Learners, and to provide inclusion to school discussions. Both SSC and ELAC members work together to create opportunities for more parent engagement and student achievement. The Parent-Teacher Organization (PTO) schedules monthly meetings to discuss fundraising and activities for our students. The PTO is instrumental in providing supplemental resources to our students and supporting field trips for students.

Ben Hulse Elementary School welcomes parents and the community to activities held throughout the year. Events include Kinder Meet the Teacher Night, Back-to-School Night, Citizenship and Awards assemblies, Walktober, Fifth Grade Promotion, Book Fair Night, Santa's Secret Shop Night, Kindergarten Orientation Night, PTO's Halloween Carnival and other fundraising events, and various student performances. Students and parents are also encouraged to use school resources to support learning at home. The following programs are accessible at school and home. (myON, Happy Numbers, Think Central, Reading Eggs, Parent Vu, and REFLEX Math to name a few.) The school keeps parents informed of school events through the monthly calendar, notes, a school website, an automated phone system, text messaging and the school's marquee.

Students are recognized for good behavior, citizenship, and academic successes at our quarterly school-wide assemblies. Students receive a "Paws-itive" card for exhibiting the quarterly character education trait. Then one student is selected per grade level to receive a special award provided through our Business Partnership with Ricochet. A student 'citizen' is chosen from each classroom and receives a citizenship flag. Special certificates are given for Honor Society/Honor Roll. Recognition for academic success may come in the form of a Sizzler's or Applebee's certificate or an Accelerated Reader gold, bronze or silver medal. As well as students achieving 100, 200, 300, etc. points are acknowledge on our AR Wall of Fame in the library hallway.

As part of our common core math and language arts adoption, we are utilizing Think Central, an online component to support learning at home. It provides tutorials and videos of the daily lessons. We also provide parents access to our Accelerated Reading program through home connect. The program allows parents to view reading progress and receive notifications. Students are encouraged to use Reading Eggs, REFLEX Math and Starfall, educational online programs, that support student learning.

We are now in year 2 of a Spanish Club. Our parent volunteers, and members of our English Language Advisory Committee, provide introductory Spanish communication through cultural activities and hands-on activities. The student members of the club has grown over the two years. Students are eager to learn and enjoy the class.

Parents who wish to volunteer or participate at Ben Hulse Elementary School, whether in the classroom, with activities or on parent committees, are invited to stop by the office anytime or may contact the Principal, Mrs. Traci Gibbs, or the Assistant Principal, Mr. Jerry Gonzalez at (760) 355-3210.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Ben Hulse Elementary School. The school has a closed campus; all visitors must sign in at the front office and wear an identification badge while on school grounds. All employees attended a COVID 19 training in August, as well as a CATAPULT EMS Daily Covid Tracking presentation in November. CATAPULT EMS training for tracking intruders will continue to be implemented. Signage regarding Social Distancing and regular hand washing is posted around the campus. Recommendations made by staff and the School Site Council members will be implemented this year. Student Emergency bags will be created and used once students return to on-campus instruction. Student supervision aides are provided with Two-Way radios to communicate to the office personnel and administration. Gate keys are provided as another level of support if quick access was needed for evacuations. Student supervision aides are on duty before and after school and during recess and lunch periods to ensure a safe and orderly environment. Numerous video cameras are also strategically placed around the campus to ensure security and safety of students and staff. The security entrance installed in 2018-2019 continues to be utilized. Electronic key card gates are used by staff. A security guard supports safety and monitors the campus during the most busy times of the day. A district-wide School Resource Officers works with administration to support students and parents. The SRO and security guard also work closely with our attendance clerk to monitor student attendance. In previous years, we have had a safety patrol program that allows students the opportunity to take ownership of school safety before and after school as students enter and leave our campus.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan is updated and reviewed with school staff in each year. The school's School Site Council reviewed and approved the plan at the January 5, 2021 meeting.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	2.7	3.8	5.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	3.2	2.5
Expulsions	0		

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	8		22	1	8		26		6	
1	22		7		21	1	6		21	2	4	
2	20	5	2		22		7		23		5	
3	24		7		20	1	7		25		5	
4	27		6		28		6		32		4	
5	30	1	4	1	27	1	6		32		4	
Other**									12	3		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers six staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, staff meetings provide collaboration time for educational development.

All curriculum development in the Imperial Unified School District revolves around the California Common Core Standards. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels. This school year the focus has been on programs that involve Technology for Distance Learning: Google Classroom, Zoom, Kami, how to support and utilize the Accelerated Reader program components with students while in their own home, Screencastify, Seesaw (Grades TK/Kinder), Happy Numbers to name a few.

The writing and implementation of the curriculum continue to be an ongoing process. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. For the 2019-2020 school year, IUSD contracted with the Imperial County Office of Education for professional development in the area of Math. Staff development has included a review of the 8 mathematical practices and the shifts in mathematics, the CAASPP claims have been analyzed, teachers are working on analyzing their instruction and evaluating the Go Math curriculum to align it more with the practices and claims. Instructional strategies have been shared and implemented. (Math Talk, Lesh model, Splat, and Subitizing to name a few.)

Curriculum planning occurs through careful review of district standards, state frameworks, and district policies; a review of CAASPP testing results and district multiple measures; and the most recent educational research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements. Ben Hulse grade level meetings are held to monitor the school's curriculum and programs and discuss areas of need and improvement.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,465	\$47,145
Mid-Range Teacher Salary	\$94,021	\$74,952
Highest Teacher Salary	\$116,513	\$96,092
Average Principal Salary (ES)	\$138,676	\$116,716
Average Principal Salary (MS)	\$134,430	\$120,813
Average Principal Salary (HS)	\$145,568	\$131,905
Superintendent Salary	\$207,486	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	31.0
Administrative Salaries	4.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,896.91	\$871.74	6,025.17	\$90,743
District	N/A	N/A	\$8,006.80	\$96,226
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.2	-5.9
School Site/ State	-25.0	18.1

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

Types of Services Funded

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and instill a sense of belonging. Enrichment activities and programs include Fourth Grade Music Appreciation, Fifth Grade Band, Career Day, School Spelling Bee, Red Ribbon Week, and After-School Tutoring. Accelerated Reading, myON, Happy Numbers, Reading Eggs, and REFLEX Math, English in a Flash, Think Central, STARFALL, and Rosetta Stone are web-based programs used as intervention and enrichment resources.

Twelve general education instructional aides support student learning by providing small group instruction in the classroom, or in our intervention ExCEL Program. This year our school has implemented a Push-In model with RSP students and general education students receiving small group instructional support together. Each Special Day Class has a minimum of two instructional support staff, and our Resource Specialist Program has one additional support staff per teacher.

Students are recognized for good behavior at quarterly school-wide assemblies. A Citizen-of-the-Quarter is chosen from each classroom and receives a citizenship flag. Special recognition is given for specific accomplishments and levels of achievement: AR "Wall of Fame," Honor Roll/Honor Society certificates, Paws-Cards for positive Character Traits, Perfect Attendance per semester, and Sizzler certificate for citizenship and/or academics.

Project-Based Learning Projects are supported. Recycling, Elements, Passion Project, 4th Grade Mission Project are just a few examples of students applying the 21st-century skills (the 4 C's) of communication, collaboration, creativity, and critical thinking. A primary and upper-grade Science Discovery Day is held. On these days each student participates in three different hands-on Science activities or lessons.

Imperial Valley Discovery Zone (IVDZ) Instructional Days are also conducted. Students in grades 2nd - 5th participate in one or more instructional days where elementary students are taught by high school students. On these days high school explainers (HSE) provide a full day of instruction in the Next Generation Science Standards to our elementary students. It is a day of excitement and adventure!

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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.