



Ben Hulse Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Imperial Unified School District

219 North E St.

Imperial, CA 92251

(760) 355-3200

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District Governing Board

Abdul Mohamed

Board President

Victor Lopez

Board Member

Jill Tucker

Board Member

David Ross

Board Member

John Denault

Board Member

District Administration

Bryan Thomason

Superintendent

Roger Ruvalcaba

**Assistant Superintendent
of Curriculum and Instruction**

Hector Coronel

Director of Special Education

Juan Leal

**Director of Human Resources and
Special Projects**

Gina Hendrix

Director of Business Services

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 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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	195
Grade 1	152
Grade 2	163
Grade 3	156
Grade 4	171
Grade 5	182
Total Enrollment	1,019

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.5
Filipino	0.3
Hispanic or Latino	86
White	10.8
Two or More Races	0.9
Socioeconomically Disadvantaged	59.3
English Learners	35
Students with Disabilities	9.4
Foster Youth	0.6
Homeless	9.3

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	17-18	18-19	19-20
With Full Credential	45	46	32
Without Full Credential	1	0	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Imperial Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	188
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ben Hulse Elementary School

Indicator	17-18	18-19	19-20
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.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: June 2019

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

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 30 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)
Year and month in which data were collected: November 2019

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	54	59	60	50	50
Math	45	43	44	42	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.0	22.2	21.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	508	98.83	53.94
Male	259	255	98.46	50.59
Female	255	253	99.22	57.31
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	438	434	99.09	53.23
White	58	57	98.28	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	344	338	98.26	51.18
English Learners	199	194	97.49	47.94
Students with Disabilities	56	55	98.21	12.73
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	51	47	92.16	7.84

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	512	99.61	42.58
Male	259	257	99.23	48.64
Female	255	255	100.00	36.47
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	438	436	99.54	40.60
White	58	58	100.00	58.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	344	342	99.42	37.43
English Learners	199	198	99.50	35.35
Students with Disabilities	56	55	98.21	10.91
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	51	49	96.08	3.92

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)

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. (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.

Ben Hulse also has a Chess Club that meets on Tuesday and Thursday. Mr. D, a retired teachers, has over 100 students in the two classes. Parents are encouraged to stop by and volunteer.

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

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. Classified employees attended an Active Shooter training in August. Recommendations that were suggested after the training have been implemented. 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. A security fence was installed in 2018-2019. 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 addition, we have 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	0.6	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	3.8	5.6
Expulsions Rate	0.1	0.1	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	3	6		22	1	8		22	1	8	
1	25		6		22		7		21	1	6	
2	23		7		20	5	2		22		7	
3	21	2	7		24		7		20	1	7	
4	27	1	5		27		6		28		6	
5	29	1	5		30	1	4	1	27	1	6	
Other**												

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
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. The writing and implementation of the curriculum continues to be an ongoing process. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Technology and Project Based Learning (PBL's) have been a focus of in previous year's professional development. These two focus areas were chosen based on the four C's: Communication, Critical Thinking, Creativity and Collaboration. For the 2019-2020 school year, IUSD contracted with 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,099	\$46,208
Mid-Range Teacher Salary	\$90,215	\$72,218
Highest Teacher Salary	\$108,964	\$92,742
Average Principal Salary (ES)	\$125,986	\$134,864
Average Principal Salary (MS)	\$132,702	\$118,220
Average Principal Salary (HS)	\$128,565	\$127,356
Superintendent Salary	\$192,229	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

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

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, Chess Club, and After-School Tutoring. Accelerated Reading, Reading Eggs, I-READ 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 activity or lesson.

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!

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	Unable to	\$1,041	Unable to	\$90,743
District	N/A	N/A	9,270	\$90,551.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-41.8	0.2
School Site/ State	-21.2	21.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.