

**2000-2001
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Imperial Unified School District

Ben Hulse Elementary School

2000-2001 Annual School Report Card



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Kindergarten through Sixth Grade
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Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional program, academic achievement, materials and facilities, and the staff. We hope that you will gain a better understanding of our school through the data provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Ben Hulse Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, our students will be challenged to reach their maximum potential.

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 hands-on activities, creative problem solving, critical thinking skills and integrated thematic teaching.

Community & School Profile

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. The Imperial county climate is a desert climate. Winter low temperatures average around 45° and summer highs are around 100°.

The desert was settled by families that worked hard to claim the land from the natural elements. The biggest obstacle they had to overcome was the lack of water. The early pioneers planned and accomplished the amazing task of bringing water from the Colorado River, 60 miles across the desert, to the Imperial Valley. They used animals, their own brute strength, and sheer determination to construct the All American Canal which now provides water to the Valley.

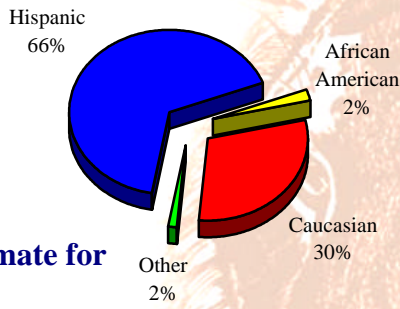
The desert climate in the Imperial Valley allows for plants to grow continuously throughout the year. Because of this, the main source of income in the county is farming. At some time or another, during

the year, various crops are in production. Some of these include: lettuce, cauliflower, broccoli, citrus, wheat, sugar beets, alfalfa, sudan grass, carrots, tomatoes, and the famous Imperial Sweet Onions.

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1901 and produced its first graduation class in 1906. The district educates students in grades kindergarten through twelve on a tradition calendar system. There are currently three elementary schools, one middle school, one high school, and one continuation 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 is located in the city of Imperial. The school opened its doors in 1949 to grades kindergarten through six. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Ben Hulse Elementary School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

**1999-2000
Enrollment
1,256**



*Other includes Asian, Filipino, and American Indian

Discipline & Climate for Learning

Students at Ben Hulse Elementary School have many opportunities to demonstrate their individual talents. School staff encourage every child to stretch his/her energies, abilities and talents.

Ben Hulse Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Ben Hulse Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Ben Hulse Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual student handbooks.

Attendance

Regular attendance at Ben Hulse Elementary School is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated, consistently enforced, and fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Ben Hulse Elementary School are expected to be in their seats and ready for instruction at the designated time. Students who are late to class must secure a pass from the office before going to class.

Ben Hulse Elementary School annually provides a Student Conduct Code for each of its sites (which is supplemented by a set of behavioral standards developed by Imperial Unified School District). The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as assertive discipline and conflict resolution tools to further develop personal growth.

Imperial Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Ben Hulse Elementary School expelled one student over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Academic and Extracurricular Activities

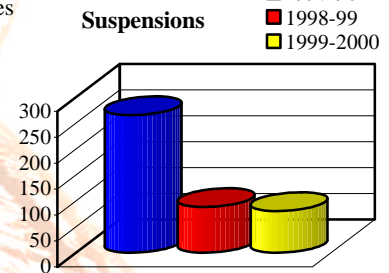
Students are encouraged to participate in the school's additional academic and extra-curricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and prevent behavioral problems. Extracurricular activities and programs include:

- Chorus
- Band
- Christmas in a Small Town Participation
- American Heart Association's Jump Rope for Heart
- Family Math Nights
- Vehicle Career Day
- Red Ribbon Week Parade and Activities

Students are recognized for good behavior at monthly schoolwide assemblies. "Citizens of the Month" are chosen from each classroom and receive a flag to fly at home over the weekend. Students can also receive "Gold Cards." Gold Cards are given to any child who is "caught being good." The students who receive Gold Cards are then eligible to receive special rewards at the citizenship assemblies.

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards – 5th Grade
- "Book It" Pizza Hut Certificate for reaching reading goals
- Science Discovery Day
- Sizzler Certificate for Citizenship and/or Academics
- 6th Grade - Presidential Academic Performance Awards
- Kindergarten Graduation



Throughout the year students learn of other multi-cultural holidays and traditions, including Christmas customs around the world, wintertime holidays such as Hanukkah, Chinese New Year, Tet and Kwanzaa. The students at Ben Hulse Elementary School present Cinco de Mayo programs to the students and parents.

Homework

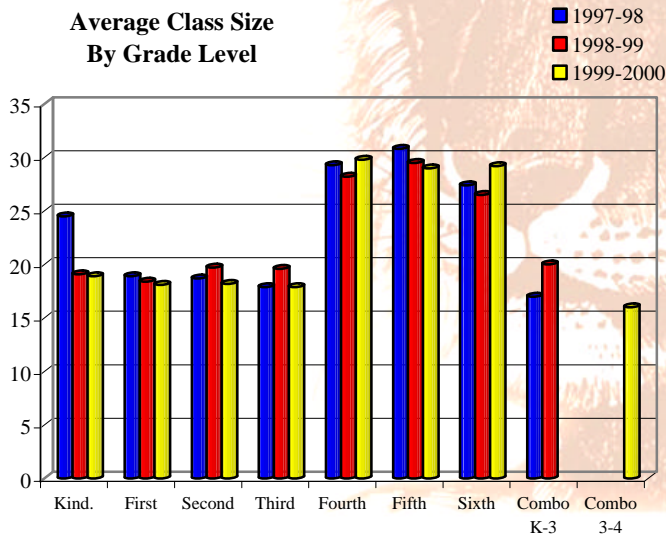
Ben Hulse Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Each teacher determines the appropriate measure of homework for his or her students. Appropriate homework is assigned at all grade levels, Monday through Friday. Each student is expected to complete his/her homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

Ben Hulse Elementary School offers remedial after-school tutoring by classroom teachers along with other tutoring programs such as:

- 21st Century – Computer Classes, Homework Help
- AmeriCorp Homework Center

Class Size

Ben Hulse Elementary School maintained a schoolwide average class size of 21.7 students and a pupil/teacher ratio of 19:1 for the 1999-2000 school year.



The ratio of students per teacher varies by grade level taught. In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Ben Hulse Elementary School implemented CSR for grades K-3 in 1996; at the beginning of the 1999-2000 school year 100% of all K-3 classrooms participated in this program.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth target it may be eligible to receive monetary and non-monetary awards.

1999 Percent Tested ¹	1999 API ²	1999 State-wide Rank ³	1999 Similar Schools Rank ³	1999-2000 Growth Target ⁴	2000 API Target ⁵	2000 Awards Eligible
96	669	6	9	7	676	Yes
2000 API Score		691	2000 API Growth		15	

- ¹ This percent is calculated by dividing the number of students tested by enrollment on grades tested as indicated on the October, 1998 CBEDS School Information Form.
- ² The API scale is 200-1000. Only scores for students in the district the prior school year are included in the calculation.
- ³ Rankings are in deciles with 10 being the highest and 1 being the lowest. Each decile contains 10% of all schools.
- ⁴ The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target 800.
- ⁵ This is the sum of the 1999 API plus 1999-2000 Growth target.

Ben Hulse Elementary School exceeded its growth target of 7 by 8 points, demonstrating Ben Hulse Elementary School's efforts and determination to guide students towards the path of academic success.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Ben Hulse Elementary School. These measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program. These measures are especially helpful as active long-term reflections of student instructional growth.

Assessments are administered to all grade levels throughout the year.

- Language Assessment Survey for primary language assessment
- Scoring rubrics for writing
- Teacher grades
- Individual and group-administered tests, including unit tests that accompany district adopted materials, quick assessments, reading and math inventories, etc.

Standardized State Testing

Ben Hulse Elementary School participates in the State's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series, Ninth Edition (SAT-9), the most respected achievement test in the country. The SAT-9 was modified to include items directly tied to the state's curriculum standards.

The SAT-9 was administered for the first time statewide in the spring of 1998 to all students, grades 2-11. This nationally norm-referenced test measures a student's performance in various academic subjects against other students at the same grade who take the test. Students at Ben Hulse Elementary School were tested in reading, math, language, and spelling.

SAT-9 results are presented as national grade percentile ranks. A student scoring at the 65th percentile has scored higher than 65% of the other students nationally who are in the same grade who took this test.

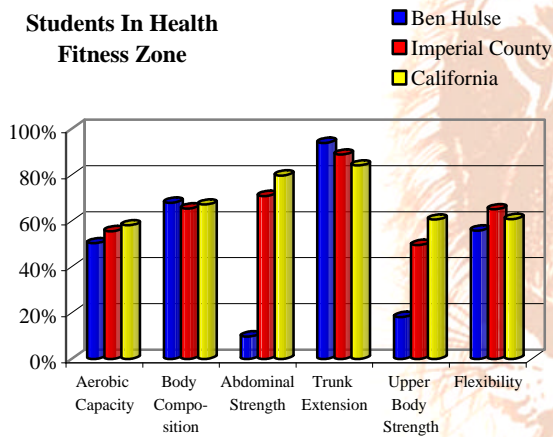
The adjacent chart illustrates Ben Hulse Elementary School's results compared to the National Percentile Rank (NPR), showing the proportion of students that scored at or above the 50th percentile. Specific levels of student performance are provided to parents.

Physical Fitness

In the spring of each year, Ben Hulse Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and compares student performance to other students statewide that are in the same grade level who took the test.

The physical fitness test measures six fitness areas and students are provided several options to perform tasks in each area. The scores presented below represent the percentage of students tested that either met or exceeded the standards recommended fitness zones established by the Cooper Institute for Aerobic Research.

Students In Health Fitness Zone



Training & Curriculum Improvement

All training and curriculum development at Ben Hulse Elementary School revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Ben Hulse's curriculum is an ongoing process. Curriculum planning is done through careful review of the district/state standards, the state frameworks, the district policies, review of the SAT-9 results, review of multiple measures, and research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements. The Ben Hulse School Site Committee meets monthly to monitor the school's curriculum. RESULTS and Accelerated Reader Programs were implemented for the 1999-2000 school year.

Ben Hulse has three mentor teachers for the 1999-2000 school year; one for science and two to assist new teachers. Staff members are encouraged to attend workshops and conferences provide by the district, outside agencies, and consultants. During the 1999-2000 school year, training was offered on the following topics: VIPS, Science Training, Special Education State Conference, Math Network Training and SDAIE Training.

Several of the district's teachers are participating in the Beginning Teacher Support Assessment program; a training program to prepare teachers to become "support providers" for the BTSA program. Six of Ben Hulse's teachers are eligible to participate in this program.

SAT-9 Results 1998, 1999, 2000

		Reading														
Grade		2			3			4			5			6		
Year Ending		98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
% At or Above National Average																
Ben Hulse		38	45	63	37	38	48	35	31	48	36	41	33	40	39	50
Imperial County		32	38	45	24	28	35	25	27	31	24	27	28	28	31	31
Statewide		40	44	49	38	41	44	40	41	45	41	42	44	42	44	46
NPR for Average Student Score																
Ben Hulse		37	46	57	33	38	48	39	33	45	38	42	36	46	44	50
Imperial County		32	38	45	25	28	35	27	30	33	27	28	30	32	35	36
Statewide		39	43	48	36	40	44	40	42	45	40	41	44	43	45	47
		Math														
Grade		2			3			4			5			6		
Year Ending		98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
% At or Above National Average																
Ben Hulse		39	46	53	53	55	70	54	47	59	43	56	51	53	65	68
Imperial County		33	46	55	33	39	54	30	32	40	27	32	39	35	42	45
Statewide		43	49	57	40	48	56	39	44	51	41	45	50	46	50	55
NPR for Average Student Score																
Ben Hulse		39	45	48	56	59	66	57	45	57	48	55	50	54	67	67
Imperial County		36	47	56	35	41	56	32	34	42	30	33	40	39	45	48
Statewide		43	50	58	42	49	57	39	44	51	41	45	51	48	52	57
		Language														
Grade		2			3			4			5			6		
Year Ending		98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
% At or Above National Average																
Ben Hulse		41	55	58	38	45	55	50	48	56	52	53	46	49	66	64
Imperial County		35	43	48	27	32	41	36	37	41	34	36	39	38	44	43
Statewide		43	49	52	38	43	48	45	47	51	46	47	50	47	49	52
NPR for Average Student Score																
Ben Hulse		39	50	57	39	45	56	50	45	54	50	54	46	52	59	62
Imperial County		33	41	46	30	34	44	37	38	42	34	36	39	38	44	44
Statewide		40	45	50	39	44	50	44	46	50	44	46	49	47	49	52
		Spelling														
Grade		2			3			4			5			6		
Year Ending		98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
% At or Above National Average																
Ben Hulse		43	56	67	36	45	57	32	31	43	39	48	38	40	44	53
Imperial County		33	42	50	28	35	46	25	26	32	29	31	32	28	33	37
Statewide		38	43	50	34	40	46	35	38	43	40	42	45	38	41	44
NPR for Average Student Score																
Ben Hulse		41	51	61	39	48	58	40	37	49	41	44	37	48	50	56
Imperial County		33	41	49	33	37	48	26	28	35	29	30	33	31	36	38
Statewide		38	43	49	38	43	49	36	39	45	38	40	44	40	43	46

All students, including LEP

For the 2000-2001 school year, staff at Imperial Unified School District and Ben Hulse Elementary School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Counseling & Other Support Services

It is the goal of Imperial Unified School District to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The district provides qualified personnel to provide counseling and support services, on a full-time basis. Psychologists are devoted to helping students deal with problems and assisting them to reach positive goals.

- District Nurse – full-time
- District Psychologist – full-time

Special Education

The goal of the Imperial Unified School District Special Education Program is to provide training and support for students and teachers to allow students to experience success in the regular education classroom. Through continual monitoring, measuring, and modifying Ben Hulse Elementary School's philosophy is that every child is capable of benefiting from the regular education classroom. Through continual support and training, the Special Education Program helps teachers adopt program modifications and teaching styles respectful of students' needs.

To ensure the needs of special student populations are being met, several programs are in place. The special education teachers and instructional aides work with RSP students in the classrooms, as well as in pull-out programs. Aides also work with regular education students in a "Learning Center" approach.

Title I and School Improvement funds provide for instructional aides in grades K-6 to help students not meeting grade level standards. The Title I Rainbow Room also provides a pull-out program for students not meeting the standards for students in grades K-3.

ELL students receive daily English Language Development in their classrooms. ELL students are annually evaluated on their oral English language progress by the district bilingual technician.

An AmeriCorps grant provides Ben Hulse Elementary School with two AmeriCorps aides. The AmeriCorps members work one-on-one and in small groups with 4th and 5th grade students on proficiencies. They also work with upper grade students after school in the "Help with Homework" room.

Migrant instructional aides work with K-6 migrant students in the classrooms.

GATE students receive a differentiated curriculum with their classrooms. GATE students' curriculum is also enriched each week with a pull-out program. The program provides students with additional opportunities to work with technology (multi-media, Internet, etc.) and sharpen critical thinking skills.

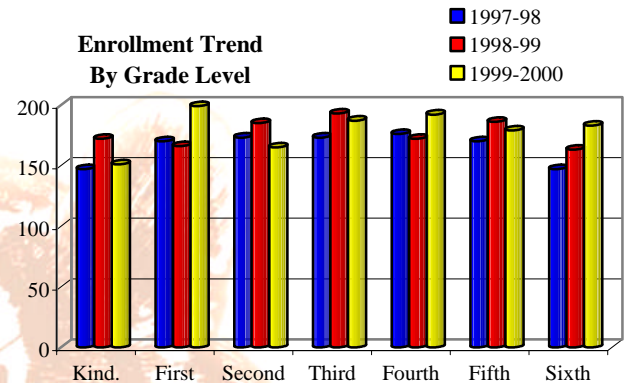
Community Resources

Ben Hulse Elementary School has been fortunate to be sponsored in a Reading is Fundamental (RIF) program by General Dynamics for 4 years in a row. On book distribution days, students participate in a literacy activity

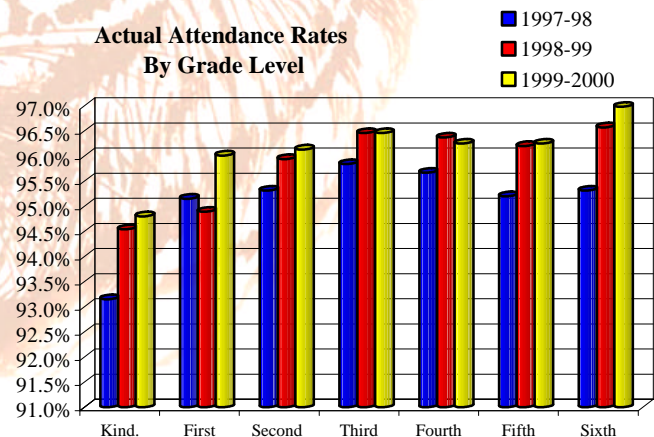
and receive a free book. General Dynamics volunteers time and donates money for three book distribution days per year.

School Attendance

Student enrollment over the past three years at Ben Hulse Elementary School has increased by 8.7%. Schoolwide enrollment at the beginning of the 1999-2000 school year was 1,256 students. Ben Hulse Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. During the 1999-2000 school year, 2% of the school's enrollment was comprised of interdistrict transfers from other districts throughout Imperial County.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Ben Hulse Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The actual attendance rate for all grade levels for Ben Hulse Elementary School was 96.1%. The chart below displays Ben Hulse Elementary School's actual student attendance rate for the past three years.



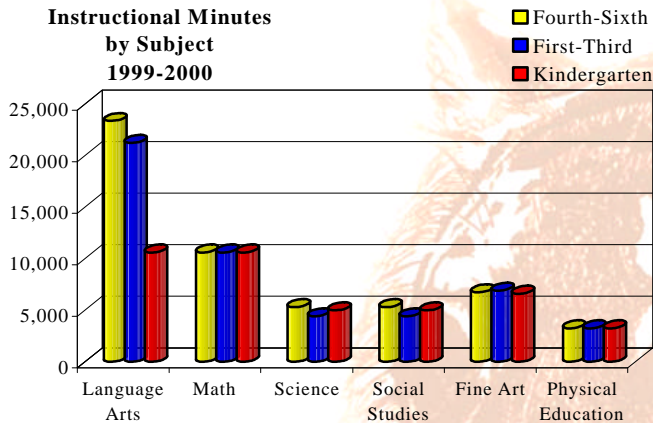
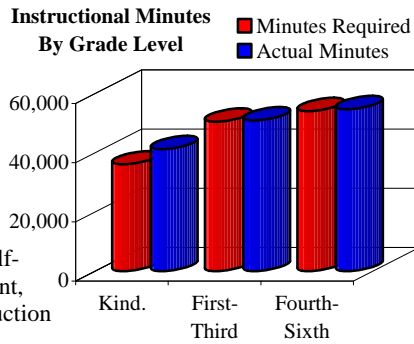
During the past three years, Ben Hulse Elementary School had no dropouts. Intervention programs that promote attendance include:

- Parent Conferences.
- Perfect Attendance Awards.
- Follow up home visits by the security department when warranted.
- Referring excessive absences, truancies, and tardies to the School Attendance Review Board (SARB).
- Encouraging parents to support school policy for school attendance by allowing students to miss school only when they are ill.

Instructional Minutes

During the 1999-2000 school year, all instructional minute requirements at Ben Hulse Elementary School either met or exceeded state requirements.

All students in grades kindergarten through six receive instruction in Hands-on Science, Music, and Computer Science in addition to the core subjects. Ben Hulse Elementary School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.



Minimum Days

Ben Hulse Elementary School's 180 instructional days for the 1999-2000 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks and Instructional Materials

Ben Hulse Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Ben Hulse Elementary School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators, teachers and district personnel establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption.

Subject Adoption Year	Publisher	Series	Grade Levels
Language Arts 1997	Scholastic	Literacy Place	K-5
	McDougal-Littell	Language of Literature	6-8
	Scott Foresman	English Language Development	K-8
Mathematics 1995	Houghton Mifflin	Mathematics	K-2
	Silver-Burdett-Ginn	Exploring	3-6
		Mathematics	

Subject Adoption Year	Publisher	Series	Grade Levels
Science 1992	Scholastic	Science Place	K-2
	MacMillan	Science Kits	3-6
	Valley Imperial Project in Science Kits		
History/Social Studies, 1990 and 1999	Houghton Mifflin	Social Studies	K-2
	McGraw Hill	Social Studies	3-6

The school's library is stocked with 11,000 books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and improve reading comprehension.

	1997-98	1998-99	1999-2000
Computers	115	187	365
Students per computer	10.2	6.6	3.4
Classrooms connected to Internet	1	1	1

Ben Hulse Elementary School's website provides a variety of resources and information for parents, staff, students and community members.

School Facilities & Safety

Ben Hulse Elementary School provides a safe, clean environment for students, staff, and volunteers. Most of Ben Hulse Elementary School was originally built in 1954. The northern-most section of the school (the Roosevelt wing) was built in 1949. Custodial care is done on a daily basis to ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Imperial Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Portable classrooms have been added throughout the years for growth and to accommodate class size reduction.

Safety of students and staff is a primary concern of Ben Hulse Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The Imperial Unified School District's Emergency and Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The Ben Hulse Elementary School Site Council has reviewed the School Safety Plan. This plan has been approved and submitted to the District Board of Education. There was one instance of crime reported on school grounds in 1999-2000.

Quality of Instruction & Leadership

Leadership at Imperial Unified School District is a responsibility shared between District administration, the school principals, instructional staff, students, and parents. The District's emphasis has always been on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the State Content Standards and Frameworks and District standards.

The District requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Leadership groups and committees throughout the District include:

- School Site Council
- School Site Leadership Team
- District Advisory Committee
- Gifted and Talented Parent Committee (GATE)
- District Language Advisory Committee
- English Language Advisory Committee
- Program Quality Review
- Coordinated Compliance Review
- Safe School Committee
- Technology Team
- Grant Writing Teams
- Student Study Team

The School Site Council, comprised of the principal, staff members, and parents, meets regularly to monitor the School Improvement Program (SIP). Each spring the School Site Council and school staff review and update the School Improvement and School Site Safety Plans. The School Improvement Plan identifies the education plan for the year. Site goals, objectives, action steps, timelines, expenditures, and evaluation processes are described in the plan. The English Learners Advisory Committee, the GATE Parent Committee, and Site Leadership Team provide their input on the improvement plan.

Teacher Assignment

Ben Hulse Elementary School recruits and employs the most qualified credentialed teachers. For the 1999-2000 school year, Ben Hulse Elementary School had 57 fully credentialed teachers who met all credential requirements in accordance with State of California specifications.

Teacher Credential Status

	1997-98	1998-99	1999-2000
Fully Credentialed	48	50	57
Emergency Credentials	12	11	7
Without Credentials	0	0	0
University Interns	0	0	1
Working Outside Subject	1	0	2

All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are currently assigned to teach. Many teachers hold multiple credentials: California law permits elementary grade teachers to instruct in all subjects; however, in order to provide students with quality instruction in all areas of the curriculum, teaching staff is encouraged to actively participate in professional development classes.

Ben Hulse Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 1999-2000 school year, certificated staff consisted of 64 employees: 54 percent with 30+ additional units beyond their bachelor's degree and 29 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include: Speech Specialist, Two Resource Specialists, Two Special Day Class Teachers, Gifted and Talented Education and Computer Resources Teacher, Two Reading Recovery Teachers, District Bilingual Technician, Instructional Assistants, Music Teacher.

Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Tenured certificated teachers are formally evaluated at least once every two years. Probationary certificated teachers are formally evaluated twice in each of their two probationary teaching years. The school principal conducts each evaluation and assesses performance based on four criteria:

- Students' progress, as compared to district standards
- Create and maintain an effective learning environment
- Teaching techniques and strategies
- Progress in meeting curricular objectives

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The 1999-2000 topics for staff development were:

Categorical Program and Grant Review

- Eligibility Requirements
- Teaching Strategies
- Classroom Management
- Pupil Performance
- Prepare for CCR/WASC Review

The Regular Education Teacher's Role in the Special Education Process/Site Specific In-service on Classroom Strategies

- In-service on Special Education
- Student Study Team Process
- K-6 Teachers – Effective Teaching Strategies and Title I/Compensatory Education
- 7th and 8th Grade Teachers – Classroom Management
- High School Teachers – Digital High School

Standards and Assessment/Promotion Retention - K-6 Teachers

- New Promotion Retention Policy
- Grading Policy
- Standards and Assessments
- Grade Level Standards

Classroom Management/Instructional Strategies - 7-12 Grade Teachers

- Review Instructional Strategies involving School-to-Career, AVID and Classroom Management

State Mentor Teacher funds provide district mentor teachers to assist new teachers. Eisenhower funds provide staff with a math and science mentor teacher. The district pays the costs to allow teachers to attend BCLAD*, CLAD**, and SDAIE*** training to receive certification to assist English language learners.

*BCLAD – Bilingual Crosscultural, Language and Academic Development

** CLAD – Crosscultural, Language and Academic Development

*** SDAIE – Specially Designed Academic Instruction in English

Substitute Teachers

Staff attendance is critical to maintaining the quality of instruction and learning. Due to countywide class size reductions, CBEST (California Basic Educational Skills Test) certified substitutes have been difficult to obtain. Imperial Unified School District has requested a waiver from the state for CBEST for substitutes.

Currently, Imperial Unified School District has 57 fully credentialed substitutes and 20 on waiver. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Imperial Unified School District advertises employment opportunities in local newspapers and on the Internet.

Expenditures Per Student & Types of Services Funded

For the 1998-99 school year, Imperial Unified School District spent an average of \$4,950 to educate each student. 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. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1998-99

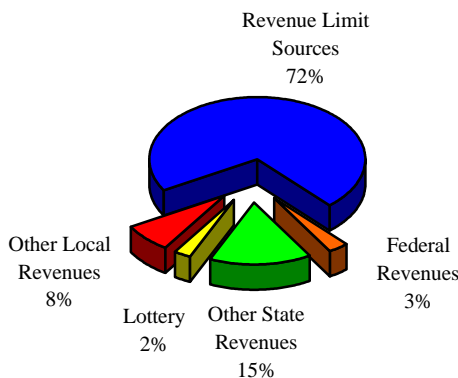
Imperial Unified School District	Statewide Average	
	All Unified Districts	All Districts
\$4,950	\$5,416	\$5,379

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

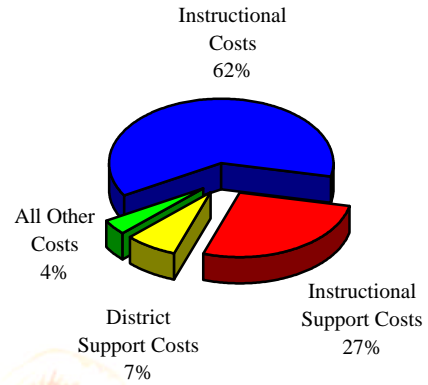
In addition to General Fund State funding, Imperial Unified School District receives state and federal categorical funding. The school receives approximately \$1,074 per student in categorical aid. Federal and state funding is provided for the following categorical, special education, and support programs:

- Title I
- Drug-Free Schools
- Home-to-School Transportation
- Instructional Materials
- Mentor Teacher
- School Improvement Program
- Class Size Reduction
- Economic Impact Aid
- Gifted and Talented Education
- Math and Science
- Special Education

District Revenue Sources 1998-99



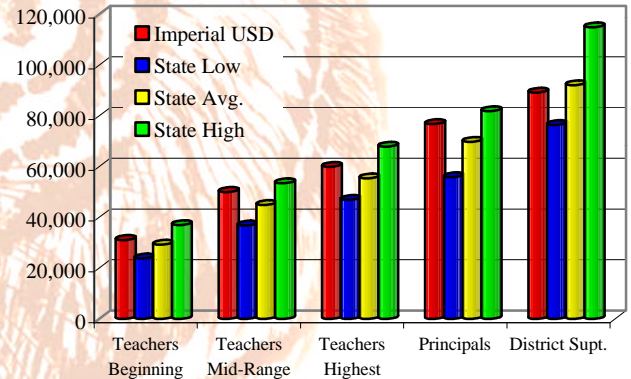
District Expenditures 1998-99



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 between 1,500 and 4,999 average daily attendance throughout the state.

1998-99 Average Salary Information Teachers - Principals - Superintendent



1998-99 Average Salary Information Teachers & Administrative Salary Percentages

