

Imperial High School

517 West Barioni Blvd. • Imperial, CA 92251 • (760) 355-3220 • Grades 9-12

Joe Apodaca, Principal

japodaca@imperialusd.org

<http://ihs.imperialusd.org/>

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 mission of Imperial High School is to develop healthy students who are knowledgeable of the world's diverse people, cultures, and beliefs -- that understand their responsibilities as inhabitants of the world. Students who can communicate, practice cooperation and teamwork, and think analytically. We shall provide an environment that promotes positive learning, personal responsibility, and the respect for individual differences of all people.

School Description

Imperial High School 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° and summer highs are around 100°.

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 kindergarten 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.

Imperial High School, a California Distinguished School, is located in the city of Imperial. The school opened its doors in 1956 to grades nine through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. Staff members are dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience. This dedication of students and staff has paid off significantly; Imperial High School received three consecutive six year WASC (Western Association of Schools and Colleges) accreditations in 2006, 2013, and 2019 and has been recognized as a California Distinguished School in 2007 and 2013. The National Ed Trust Foundation awarded Imperial High School with the "Dispelling a Myth" award in 2006.

Imperial High School also appeared in the US News and World Report Magazine, in the Best High Schools in America Edition. They were in the silver medal category, which is the Top 500 schools in the nation.

This Annual Report to the Community presents to the community an overview of Imperial High School and the programs it offers. State reporting requirements include disclosing information regarding subgroups such as English Language Learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in significant ethnic subgroups.

The current enrollment at Imperial High School for the 2020-2021 school year is 1,344.

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
Grade 9	404
Grade 10	317
Grade 11	324
Grade 12	276
Total Enrollment	1,321

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	0.8
Filipino	0.8
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0.1
White	12.7
Two or More Races	1.1
Socioeconomically Disadvantaged	46.9
English Learners	12.3
Students with Disabilities	8.9
Foster Youth	0.3
Homeless	3.3

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 Imperial High School	18-19	19-20	20-21
With Full Credential	55	57	57
Without Full Credential	1	1	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 Imperial High 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)

Imperial High School is currently exploring the best options for textbook adoption considering the new Common Core Standards. New textbook options include traditional hard cover text books and online web-based textbooks.

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	McDougal Littell / McDougal Littell Adopted 2003 (9-10) / Adopted 2002 (11-12) Study Sinc, Adopted 2020-2021 (9-12) 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 McDougal Littell Adopted 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe / McGraw Hill Adopted 2005 Holt, Rinehart & Winston Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Adopted 2006 Pearson Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning Adopted 2015 Glencoe / McGraw Hill Adopted 2000 Glencoe / McGraw Hill Adopted 2004 Holt, Rinehart & Winston Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Adopted 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A 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. The program was eliminated in 2010-11. The district does allocate funds to the 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.

School provides a safe, clean environment for students, staff, and volunteers. School facilities are situated on 20 acres. The school buildings span 25,863 square feet, consisting of 31 permanent classrooms, four portables, an administration building, library, cafeteria/multi-purpose room, gym, band room, computer lab, staff room, art room, P.E. area, and two science labs. 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	Technology needs to re-route computer wire. #12866. Missing duplex faceplate/broken triple faceplate #12856
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	North Tstat is blank/ Re-install fire exit #12868
Structural: Structural Damage, Roofs	Good	Replace ceiling tile and check for roof leak #12858
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Adjust door closer (slams shut) #12857. Bottom door scrapes #12860. Refinish all gym bench seats and floors #12861 & #12862
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	75	N/A	60	N/A	50	N/A
Math	36	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	40	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)

Parents and the community are very supportive of the educational program at Imperial High School. The school encourages parents to become involved in their child's education by volunteering, chaperoning dances, participating in booster clubs such as the Quarterback Club, Imperial Tigers Football Association, and Band Boosters, and participating in organized committees such as the School Site Council and English Learners Advisory Committee.

Imperial High School welcomes parents and the community to activities held throughout the year including Back-to-School Night, Open House, Homecoming, Freshman Orientation, Senior FAFSA Night, dances, pep rallies, athletic events, Tiger Talks, and various student performances. The school keeps parents informed of school events through email, the school's marquee, School Messenger, and the Imperial High School website.

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 Imperial High School. The school has a closed campus; all visitors sign in at the front office and wear an identification badge while on school grounds. Administrators and security personnel are on duty before and after school and during lunch periods to ensure a safe and orderly environment.

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 and updates the plan annually. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff each year.

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	4.9	8.7	3.8	5.6	3.5	3.5
Expulsions	0.2	0.6	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	2.5	3.2	2.5
Expulsions			

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*	440.3

*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)	3
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 (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	15	14	20	23	20	26	14	28	7	27	11
Mathematics	28	8	20	16	24	20	25	11	28	11	19	18
Science	27	8	20	10	27	10	22	8	27	11	18	12
Social Science	29	4	18	10	25	16	6	20	30	5	10	16

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

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	11	11

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 four staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. In 2019-2020, we included additional days for professional learning in which the area of focus is the development of a data evaluation system. Additionally, the professional development plan is developed and led by teachers and administration in a collaborative effort.

All curriculum development in the Imperial Unified School District revolves around the newly developed and implemented Common Core Standards. Teachers align curriculum to ensure that all students either meet or exceed state and national proficiency levels. The writing and implementation of the curriculum is an ongoing process. Curriculum guides are updated regularly to align with the common core standards, district goals, statewide assessment programs, and the Smarter Balanced Assessment Consortium. Curriculum planning occurs through careful review of district standards, state frameworks, and district policies; a review of STAR, Common Core, and ELPAC scores 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. The Imperial High School Site Council meets quarterly to monitor the school's plan.

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	7,303.37	\$1,050.52	\$6,252.85	\$88,173
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	-24.6	-8.7
School Site/ State	-21.4	15.2

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

Types of Services Funded

Imperial High School offers an array of programs and services to facilitate student academic success. Students are encouraged to participate in the school's co-curricular and extracurricular activities that promote a positive attitude, encourage achievement, and instill a sense of belonging. Students also receive services from a Transitional/Migrant Counselor, and three and ½ project-funded aides. Additionally, a Student Assistance Representative is on-site three days out of the week for assistance in social/ emotional learning, such as group counseling sessions, meet with students regarding crisis intervention, and then referrer students to appropriate agencies. I.H.S is also staffed with three full-time counselors, one of which works with interventions.

Imperial High School is actively involved in the Imperial Valley-College Going Initiative and fully participates in most of the activities held for staff, students, and parents. Some of the activities include Higher Education Week I and II, College Readiness Academies, Higher Education Admit Reception, annual parent conference, sophomore family campus tours, financial aid workshops, application workshops, staff development, and conferences.

The Freshmen Transition Program was designed for incoming 9th grade students to ease their transition into high school. Friday college presentations, college tours, parent conferences, and follow-up presentations are additional endeavors provided for our 9th grade students.

Programs that extend support to students or expand opportunities include:

CaISOAP- UCSD
 Upward Bound Program – Imperial Valley College
 Talent Search – Imperial Valley College
 FFA (Future Farmers of America)
 IVROP (Imperial Valley Regional Occupational Program)
 Community Service Internship
 After-school Homework Center
 Edmentum, online learning for Credit Recovery.
 Link Crew Freshmen Transition Program
 MESA Program (Mathematics-Engineering-Science- Achievement)
 Credit Recovery
 Dual Enrollment Agreement with Imperial Valley College
 Imperial Valley Discovery Zone (IVDZ)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Imperial High School	2016-17	2017-18	2018-19
Dropout Rate	0	0.4	3.7
Graduation Rate	96.5	97.7	95.3

Rate for Imperial Unified School	2016-17	2017-18	2018-19
Dropout Rate	0.6	0.7	3.7
Graduation Rate	89.6	95.1	94.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	907
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.86
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.9

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	6	N/A
All courses	16	22.5

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

It is the goal of Imperial High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Imperial High School prepares students for the workforce through exposure to life skills curriculum in economics/civics classes. Skills such as writing resumes, preparing for interviews, filling out applications, balancing checking accounts, and budgeting is taught. Expected School Wide Learning Results (ESLR's) guide curricular programs, preparing students for post-secondary careers and education. Imperial High School's ESLR's are as follows: T.I.G.E.R - T- Team Players, I - Investigative People, G - Global Citizens, E - Effective Communicators, R - Responsible Students.

College and military recruiters visit the campus at various times throughout the school year to provide information to students. Students also attend numerous college fairs. Imperial High School is participating in the early outreach program with the University of California which involves tutoring, mentoring, academic preparation, and college counseling. School counselors provide additional academic, career, and personal counseling. Imperial High School also participates in outreach programs such as Talent Search, M.E.S.A. (Mathematics-Engineering-Science-Achievement)

Courses are evaluated by employment readiness standards, business/community stakeholder support, and placement of students in employment, post-secondary education, or the military. All career preparation courses incorporate CTE curriculum standards and satisfy the district's graduation requirement. The following are Career Technology Pathways offered to Imperial High School students: AG Mechanics, Agriscience, Animal Science, Food Technology, Health Careers, and Fire Science.

Summer Heraz is the primary contact for Imperial Unified School District's Career Technical Committee. The chart displays information about student participation in Imperial High School's Career Technical Education (CTE) programs

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.