

# Imperial High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Imperial High School
<b>Street</b>	517 West Barioni Blvd.
<b>City, State, Zip</b>	Imperial, CA 92251
<b>Phone Number</b>	(760) 355-3220
<b>Principal</b>	Joe Apodaca
<b>Email Address</b>	japodaca@imperialusd.org
<b>School Website</b>	<a href="http://lhs.imperialusd.org/">http://lhs.imperialusd.org/</a>
<b>County-District-School (CDS) Code</b>	13631641335900

## 2021-22 District Contact Information

<b>District Name</b>	Imperial Unified School District
<b>Phone Number</b>	(760) 355-3200
<b>Superintendent</b>	Bryan Thomason
<b>Email Address</b>	
<b>District Website Address</b>	<a href="http://imperialusd.org">http://imperialusd.org</a>

## 2021-22 School Overview

### 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.

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	338
Grade 10	376
Grade 11	309
Grade 12	314
<b>Total Enrollment</b>	<b>1,337</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.1
Asian	0.9
Black or African American	1
Filipino	1
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.9
White	11.8
English Learners	13.5
Foster Youth	0.4
Homeless	3.4
Socioeconomically Disadvantaged	46.7
Students with Disabilities	10.3

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McDougal Littell / McDougal Littell Adopted 2003 (9-10) / Adopted 2002 (11-12) Study Sinc, Adopted 2020-2021 (9-12)	Yes	0
<b>Mathematics</b>	Houghton Mifflin / Harcourt Go Math Adopted 2014 McDougal Littell Adopted 2000	Yes	0
<b>Science</b>	Glencoe / McGraw Hill Adopted 2005 Holt, Rinehart & Winston Adopted 2001	Yes	0
<b>History-Social Science</b>	Houghton Mifflin Adopted 2006 Pearson Adopted 2014	Yes	0
<b>Foreign Language</b>	Vista Higher Learning Adopted 2015 Glencoe / McGraw Hill Adopted 2000 Glencoe / McGraw Hill Adopted 2004 Holt, Rinehart & Winston Adopted 2006	Yes	0
<b>Health</b>	Glencoe Adopted 1999	Yes	0
<b>Visual and Performing Arts</b>	N/A		0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0

## School Facility Conditions and Planned Improvements

### 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.

### Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	201	66.56	33.44	60.2
Female	149	105	70.47	29.53	60.95
Male	153	96	62.75	37.25	59.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	258	166	64.34	35.66	59.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	26	83.87	16.13	65.38
English Learners	31	14	45.16	54.84	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	33	47.83	52.17	48.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	15	48.39	51.61	13.33

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	187	61.92	38.08	19.25
Female	149	95	63.76	36.24	20.00
Male	153	92	60.13	39.87	18.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	258	155	60.08	39.92	16.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	24	77.42	22.58	33.33
English Learners	31	12	38.71	61.29	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	30	43.48	56.52	13.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	14	45.16	54.84	7.14

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	308	NT	NT	NT	NT
<b>Female</b>	143	NT	NT	NT	NT
<b>Male</b>	165	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	244	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	48	NT	NT	NT	NT
<b>English Learners</b>	16	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 2020-21 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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	933
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	92.3

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	36

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	3.7	1.8	3.6	3.7	1.6	5.8	9.0	8.9	9.4
<b>Graduation Rate</b>	95.3	95.8	96.1	94.4	92.2	92.6	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	308	296	96.1
<b>Female</b>	143	140	97.9
<b>Male</b>	165	156	94.5
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	245	236	96.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	47	44	93.6
<b>English Learners</b>	37	35	94.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	11	9	81.8
<b>Socioeconomically Disadvantaged</b>	184	173	94.0
<b>Students Receiving Migrant Education Services</b>	12	12	100.0
<b>Students with Disabilities</b>	22	19	86.4

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1372	1350	137	10.1
Female	661	655	58	8.9
Male	711	695	79	11.4
American Indian or Alaska Native	1	1	0	0.0
Asian	12	12	0	0.0
Black or African American	15	15	4	26.7
Filipino	15	14	0	0.0
Hispanic or Latino	1153	1132	108	9.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	1	8.3
White	158	158	22	13.9
English Learners	193	189	30	15.9
Foster Youth	7	6	3	50.0
Homeless	47	47	11	23.4
Socioeconomically Disadvantaged	665	655	96	14.7
Students Receiving Migrant Education Services	28	28	6	21.4
Students with Disabilities	144	139	23	16.5

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	8.74	0.00	5.57	0.02	3.47	0.20
<b>Expulsions</b>	0.59	0.00	0.18	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.52	3.22	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	20	26	14
Mathematics	24	20	25	11
Science	27	10	22	8
Social Science	25	16	6	20

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	27	11
Mathematics	28	11	19	18
Science	27	11	18	12
Social Science	30	5	10	16

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	22	17
Mathematics	27	9	25	14
Science	26	7	29	3
Social Science	29	4	12	17

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	445.7

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7,303.37	\$1,050.52	\$6,252.85	\$88,173
<b>District</b>	N/A	N/A	\$8,006.80	\$96,900
<b>Percent Difference - School Site and District</b>	N/A	N/A	-24.6	-9.4
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.8	13.5

## 2020-21 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:

- CalSOAP- 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)

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,465	\$48,119
<b>Mid-Range Teacher Salary</b>	\$94,021	\$74,665
<b>Highest Teacher Salary</b>	\$116,513	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$133,819	\$118,542
<b>Average Principal Salary (Middle)</b>	\$138,209	\$125,068
<b>Average Principal Salary (High)</b>	\$145,568	\$133,516
<b>Superintendent Salary</b>	\$207,486	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	40%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	16.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	3
<b>Social Science</b>	3
<b>Total AP Courses Offered</b>	9

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	

# Imperial Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Imperial Unified School District
<b>Phone Number</b>	(760) 355-3200
<b>Superintendent</b>	Bryan Thomason
<b>Email Address</b>	
<b>District Website Address</b>	<a href="http://imperialusd.org">http://imperialusd.org</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2270	1936	85.29	14.71	43.95
<b>Female</b>	1085	935	86.18	13.82	46.42
<b>Male</b>	1185	1001	84.47	15.53	41.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	24	22	91.67	8.33	40.91
<b>Filipino</b>	16	16	100.00	0.00	56.25
<b>Hispanic or Latino</b>	1989	1685	84.72	15.28	42.40
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	22	84.62	15.38	66.67
<b>White</b>	203	179	88.18	11.82	54.19
<b>English Learners</b>	502	433	86.25	13.75	20.37
<b>Foster Youth</b>	13	10	76.92	23.08	--
<b>Homeless</b>	358	298	83.24	16.76	31.54
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	599	478	79.80	20.20	32.70
<b>Students Receiving Migrant Education Services</b>	32	23	71.88	28.12	21.74
<b>Students with Disabilities</b>	273	220	80.59	19.41	14.55

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2270	1926	84.85	15.15	20.66
Female	1085	926	85.35	14.65	17.49
Male	1185	1000	84.39	15.61	23.60
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	18.18
Black or African American	24	22	91.67	8.33	18.18
Filipino	16	16	100.00	0.00	12.50
Hispanic or Latino	1989	1677	84.31	15.69	19.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	21	80.77	19.23	38.10
White	203	179	88.18		28.49
English Learners	502	433	86.25	13.75	7.85
Foster Youth	13	10	76.92	23.08	--
Homeless	358	302	84.36	15.64	11.92
Military	--	--	--	--	--
Socioeconomically Disadvantaged	599	477	79.63	20.37	12.58
Students Receiving Migrant Education Services	32	23	71.88	28.12	17.39
Students with Disabilities	273	220	80.59	19.41	8.64

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

