

Imperial High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Imperial Unified School District
Phone Number	(760) 355-3200
Superintendent	Bryan Thomason
Email Address	
District Website Address	http://imperialusd.org

2022-23 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.

2022-23 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 2022-2023 school year is 1,368

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	354
Grade 10	332
Grade 11	353
Grade 12	298
Total Enrollment	1,337

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	1.0
Filipino	1.3
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.9
White	10.2
English Learners	13.9
Foster Youth	0.6
Homeless	4.4
Migrant	1.3
Socioeconomically Disadvantaged	52.7
Students with Disabilities	11.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.40	80.25	155.90	88.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.74	4.40	2.49	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	3.69	4.70	2.69	12115.80	4.41
Unknown	8.30	15.32	10.30	5.84	18854.30	6.86
Total Teaching Positions	54.10	100.00	176.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Reading/Language Arts	McDougal Littell / McDougal Littell Adopted 2003 (9-10) / Adopted 2002 (11-12) Study Sinc, Adopted 2020-2021 (9-12)	Yes	0
Mathematics	Houghton Mifflin / Harcourt Go Math Adopted 2014 McDougal Littell Adopted 2000	Yes	0
Science	Glencoe / McGraw Hill Adopted 2005 Holt, Rinehart & Winston Adopted 2001	Yes	0
History-Social Science	Houghton Mifflin Adopted 2006 Pearson Adopted 2014	Yes	0
Foreign Language	Vista Higher Learning Adopted 2015 Glencoe / McGraw Hill Adopted 2000 Glencoe / McGraw Hill Adopted 2004 Holt, Rinehart & Winston Adopted 2006	Yes	0
Health	Glencoe Adopted 1999	Yes	0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	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 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	53	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	33	N/A	33

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	316	97.23	2.77	63.81
Female	166	161	96.99	3.01	68.32
Male	159	155	97.48	2.52	59.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	280	97.90	2.10	62.01
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	72.00
English Learners	44	42	95.45	4.55	11.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	150	146	97.33	2.67	52.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	32	91.43	8.57	3.23

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	317	97.54	2.46	26.27
Female	166	162	97.59	2.41	24.84
Male	159	155	97.48	2.52	27.74
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	286	281	98.25	1.75	24.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	40.00
English Learners	44	42	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	150	146	97.33	2.67	17.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	32	91.43	8.57	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.3	NT	25.23	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	608	593	97.53	2.47	25.3
Female	307	299	97.39	2.61	23.75
Male	301	294	97.67	2.33	26.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	529	517	97.73	2.27	23.4
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	52	94.55	5.45	38.46
English Learners	67	66	98.51	1.49	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	295	286	96.95	3.05	16.78
Students Receiving Migrant Education Services	14	14	100	0	14.29
Students with Disabilities	56	52	92.86	7.14	1.92

2021-22 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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	730
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.25
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	37.46

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	98%	96%	97%	96%	97%

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.

2022-23 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 (Parent Square), the school's marquee, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.8	0.7		1.6	2.6		8.9	7.8
Graduation Rate		95.8	98		92.2	95.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	293	287	98.0
Female	144	141	97.9
Male	149	146	98.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	250	245	98.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	30	29	96.7
English Learners	66	65	98.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	185	179	96.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	27	87.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1389	1363	391	28.7
Female	690	681	210	30.8
Male	699	682	181	26.5
American Indian or Alaska Native	1	1	0	0.0
Asian	10	10	2	20.0
Black or African American	13	13	4	30.8
Filipino	17	17	1	5.9
Hispanic or Latino	1191	1169	329	28.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	2	16.7
White	140	137	50	36.5
English Learners	205	198	62	31.3
Foster Youth	11	9	5	55.6
Homeless	61	60	24	40.0
Socioeconomically Disadvantaged	744	725	240	33.1
Students Receiving Migrant Education Services	21	21	5	23.8
Students with Disabilities	160	156	69	44.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.52	3.22	2.45
Expulsions	0.00	0.02	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.24	0.02	2.49	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24	0.00
Female	0.14	0.00
Male	6.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.88	0.00
Hispanic or Latino	3.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.57	0.00
English Learners	2.93	0.00
Foster Youth	0.00	0.00
Homeless	4.92	0.00
Socioeconomically Disadvantaged	4.30	0.00
Students Receiving Migrant Education Services	4.76	0.00
Students with Disabilities	8.75	0.00

2022-23 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25	12	37	8
Mathematics	23	24	20	12
Science	24	11	24	7
Social Science	24	11	26	11

2021-22 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	445.67

2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	7,303.37	\$1,050.52	\$6,252.85	\$88,173
District	N/A	N/A	\$8,006.80	\$100,209
Percent Difference - School Site and District	N/A	N/A	-24.6	-12.8
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-5.3	10.8

2021-22 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
- Edgenuity, 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$60,219	\$48,503
Mid-Range Teacher Salary	\$96,842	\$74,912
Highest Teacher Salary	\$120,008	\$100,321
Average Principal Salary (Elementary)	\$139,029	\$122,160
Average Principal Salary (Middle)	\$134,681	\$127,632
Average Principal Salary (High)	\$149,935	\$137,578
Superintendent Salary	\$213,711	\$198,665
Percent of Budget for Teacher Salaries	39%	31%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10
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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
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	3
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

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 state 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 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11