

# Imperial Middle 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 Middle School
<b>Street</b>	1450 South Schoolwood Dr.
<b>City, State, Zip</b>	La Habra, CA 90631
<b>Phone Number</b>	(562) 690-2344
<b>Principal</b>	Cathy Seighman
<b>Email Address</b>	cseighman@lahabraschools.org
<b>School Website</b>	<a href="https://www.lahabraschools.org/imperial/">https://www.lahabraschools.org/imperial/</a>
<b>County-District-School (CDS) Code</b>	30665636028955

## 2021-22 District Contact Information

<b>District Name</b>	La Habra City Elementary School District
<b>Phone Number</b>	(562) 690-2305
<b>Superintendent</b>	Dr. Joanne Culverhouse
<b>Email Address</b>	district@lahabraschools.org
<b>District Website Address</b>	www.lahabraschools.org

## 2021-22 School Overview

Imperial Middle School is proud of our strong school culture that supports achievement for all students. As a Professional Learning Community (PLC), our goals are to provide students with the finest educational experience possible and to ensure student success in the 21st century. The staff is dedicated to providing a warm, student-centered climate that supports a smooth transition from childhood to adolescence for our middle school students. Instruction is both rigorous and standards-based with high expectations for all students.

Our staff is committed to providing the best quality education for our students. Imperial Middle School is an authorized International Baccalaureate (IB) World School that offers the Middle Years Program. The IB program is open to all Imperial students and provides many new opportunities for academic success. The IB program is unique because of its academic and personal rigor, challenging students to excel in their studies and personal growth.

The IB Middle Years Program (MYP) offers a high-quality program of international education that shares a powerful vision. An IB education:

- Focuses on learners – the IB’s student-centered program promotes healthy relationships, ethical responsibility, and personal challenge.
- Develops effective approaches to teaching and learning – the IB Program helps students to develop the attitudes and skills they need for both academic and personal success.
- Works within global contexts – the IB program increases understanding of languages and cultures, and explores globally significant ideas and issues.
- Explores significant content – the IB program offers a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB MYP learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Most students learn best when they can apply their studies to the world around them. The IB Middle Years Program places a high value on this type of immersive learning and promotes a learning environment that embraces real-world applications in all of its studies. To do so, the MYP focuses on eight core subject areas. According to IBO.org, these eight core areas provide “a broad and balanced education for early adolescents.”

## 2021-22 School Overview

These subject areas include:

1. Language Acquisition
2. Language and Literature
3. Individuals and Societies
4. Sciences
5. Mathematics
6. Arts
7. Physical and Health Education
8. Design

In addition, Imperial Middle School integrates the arts throughout the curriculum. Design Projects are planned and managed to help students learn key academic concepts. Students are also given the opportunity to select elective classes including band, chorus, art (drawing, painting, ceramics), piano, theater arts, percussion, PALS, and ASB.

### Mission/Vision Statement

The mission of Imperial Middle School is to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service.

The staff at Imperial Middle School believes in working together with colleagues, students, parents, and the community to provide an inquiry-based learning environment that guides students to become knowledgeable, open-minded, reflective, and caring individuals who can apply learning through global and local contexts. With academic integrity and rigorous programs, students will develop intercultural understanding to help develop a better world.

Imperial is proud of the accomplishments, practices, and members of our school community, which include:

- Teachers meet weekly in Professional Learning Communities to analyze student data, develop curriculum, and receive professional development related to Common Core Standards, best teaching practices, and IB.
- IB units are infused into all content areas as a best practice for student achievement.
- IB Coordinator
- Teacher on Special Assignment (TOSA) to support instruction and intervention
- Implements multi-tiered systems of support (MTSS)
- Counselor
- Community Liaison
- High percentage of teachers have been trained through the IB program within their content area.
- High percentage of teachers have been GLAD trained and certified.
- High percentage of teachers have been trained in Thinking Maps.
- 1:1 iPads for ALL students with take-home privilege.
- A comprehensive after-school program including homework club, individual and small group tutoring, clubs, and athletics.
- Committed to providing a safe environment.
- Support for students is provided through weekly social emotional learning lessons.
- Advisory classes meet 3 times per week to build relationships with students and adults.
- Implementation of a school wide Code of Conduct based on respect, responsibility, and safety.
- Implementation of Positive Behavior Interventions and Supports (PBIS) to promote a positive environment for learning.
- Partnership with the La Habra Boys and Girls Club to provide additional support through the ASES program located on our campus from 3:05 p.m. to 6:05 p.m. Monday through Friday.
- Two full computer labs with document cameras (in addition to computers located within each classroom).
- On-line learning resources, such as zoom, for distance learning when necessary.
- 16 rooms equipped with Apple TVs and 3 large viewing monitors.
- High level of parent, staff, and student satisfaction as measured by climate survey.
- Student-led conferences to provide students with the opportunity to share their knowledge with family members.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	102
Grade 7	190
Grade 8	200
Total Enrollment	492

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	2
Black or African American	1.4
Filipino	1
Hispanic or Latino	89
Two or More Races	1.6
White	5
English Learners	17.1
Foster Youth	0.4
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	68.7
Students with Disabilities	13.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.38
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	25.38

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

On October 14, 2021, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #7-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of October 2021.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2017	Yes	0
Mathematics	The Center for Mathematics and Teaching, Math Links, 2018	Yes	0
Science	Prentice Hall, 2002	Yes	0
History-Social Science	Teacher's Curriculum Institute (TCI) - History Alive! , 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

Principal, Cathy Seighman and Head Custodian

Year and month of the most recent FIT report

August 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			

School Facility Conditions and Planned Improvements				
<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	493	15	3.04	96.96	6.67
Female	251	9	3.59	96.41	--
Male	242	6	2.48	97.52	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	437	13	2.97	97.03	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	1	3.85	96.15	--
English Learners	77	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	12	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	10	2.95	97.05	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	15	22.39	77.61	6.67

## 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	493	15	3.04	96.96	0.00
Female	251	9	3.59	96.41	--
Male	242	6	2.48	97.52	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	437	13	2.97	97.03	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	1	3.85	96.15	--
English Learners	77	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	12	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	10	2.95	97.05	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	15	22.39	77.61	0.00

## 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.

IReady Student Groups	IReady Total Enrollment	IReady Number Tested	IReady Percent Tested	IReady Percent Not Tested	IReady Percent At or Above Grade Level
All Students	497	465	94	6	46
Female	251	235	94	6	49
Male	246	230	93	7	43
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	10	10	100	0	*

<b>Black or African American</b>	7	7	100	0	*
<b>Filipino</b>	5	5	100	0	*
<b>Hispanic or Latino</b>	441	414	94	6	43
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	8	8	100	0	*
<b>White</b>	26	21	81	19	62
<b>English Learners</b>	85	83	98	2	17
<b>Foster Youth</b>	1	1	100	0	*
<b>Homeless</b>	4	3	75	25	*
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	275	262	95	5	39
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	68	58	85	15	12

\*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>IReady Student Groups</b>	<b>IReady Total Enrollment</b>	<b>IReady Number Tested</b>	<b>IReady Percent Tested</b>	<b>IReady Percent Not Tested</b>	<b>IReady Percent At or Above Grade Level</b>
<b>All Students</b>	497	449	90	10	28
<b>Female</b>	251	229	91	9	31
<b>Male</b>	246	220	89	11	25
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	10	9	90	10	*
<b>Black or African American</b>	7	6	86	14	*
<b>Filipino</b>	5	5	100	0	*
<b>Hispanic or Latino</b>	441	399	90	10	25
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	8	8	100	0	*
<b>White</b>	26	22	85	15	41
<b>English Learners</b>	85	77	91	9	3
<b>Foster Youth</b>	1	1	100	0	*
<b>Homeless</b>	4	3	75	25	*
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	275	248	90	10	23
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	68	50	74	26	4
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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>	196	NT	NT	NT	NT
<b>Female</b>	107	NT	NT	NT	NT
<b>Male</b>	89	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>	174	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	22	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	136	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	NT	NT	NT	NT

## 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

Imperial Middle School recognizes how crucial parent involvement is to student success. A successful school is one in which parents are active members of the school community. We strongly encourage parents to get involved and participate in school activities. We have many ways for parents to participate and we depend on parents to keep many of our programs running smoothly. Some of the activities designed to increase parent involvement include: PTA, ELAC, Coffee with the Administration, School Site Council, Family Nights, Parent Nights, IB Information Nights, Student-led Conferences, Back-to-School Night, and Open House. Our community liaison, school counselor, and administration facilitates and supports our parent involvement program throughout the year.

To find out more about becoming involved at the school, please contact Principal Cathy Seighman at (562) 690-2344.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	512	507	70	13.8
Female	255	254	35	13.8
Male	257	253	35	13.8
American Indian or Alaska Native	0	0	0	0.0
Asian	10	10	0	0.0
Black or African American	7	7	3	42.9
Filipino	5	5	1	20.0
Hispanic or Latino	453	449	63	14.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	0	0.0
White	29	28	3	10.7
English Learners	87	86	11	12.8
Foster Youth	3	3	0	0.0
Homeless	10	10	6	60.0
Socioeconomically Disadvantaged	352	352	58	16.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	70	10	14.3

### 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>	2.64	0.00	1.82	0.04	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	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>	3.59	2.12	2.45
<b>Expulsions</b>	0.00	0.00	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

One of the most important goals at Imperial Middle School is to establish and maintain a safe, healthy, positive school environment, and a safe action plan. In compliance with SB 187, Imperial Middle School has designed a comprehensive Site Safety Plan, which was approved by the School Site Council in the fall of 2020. The goals for the safety plan are:

- Provide a safe teaching and learning environment for all students and staff members.
- Our campus is secure with gates and are locked during the school day for additional safety.
- Visitors are to sign in and must wear a visitor's badge to identify.
- Keep all students safe and secure at school, traveling to and from school, and at school-related activities.
- Provide district programs and community resources to students and parents.
- Imperial prides itself on providing an educational environment where students, parents, staff, and community members participate respectfully without regard to race, culture, or religious background.
- Imperial is a safe, closed campus with a minimum number of distractions each year. Staff and administration monitor the campus from 7:45 a.m. to 4:00 p.m. each day.
- We practice procedures for emergencies, including fire and disaster drills routinely to prepare for any emergency. Imperial currently has a three-day food and water supply for our students and staff in the event of an emergency.

## 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	22	12	14	
Mathematics	22	7	13	
Science	22	7	13	
Social Science	8	3		

## 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	22	14	10	5
Mathematics	24	6	9	3
Science	3	6		
Social Science	3	6		

## 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	16	19	15	2
Mathematics	15	15	10	
Science				
Social Science	7	10		

## 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	0

## 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

## 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
School Site	\$13,301	\$3,834	\$9,467	\$85,291
District	N/A	N/A	\$9,213	\$95,985
Percent Difference - School Site and District	N/A	N/A	2.7	-11.8
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	11.4	3.4

## 2020-21 Types of Services Funded

Imperial is a Title I school and receives funds from the federal government to help us improve our students' achievement. These funds pay for additional support for staff and students. Examples include professional development, additional afterschool hours, Family/Parent Nights, conferences, and technology. Federal Title I funds help support staff development for teachers to improve instructional practice, pay for supplemental resources and materials to support curriculum and instruction, and pay for parent-involvement activities throughout the school year.

## 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
Beginning Teacher Salary	\$54,499	\$51,450
Mid-Range Teacher Salary	\$84,975	\$80,263
Highest Teacher Salary	\$114,003	\$101,012
Average Principal Salary (Elementary)	\$144,862	\$128,082
Average Principal Salary (Middle)	\$145,579	\$132,453
Average Principal Salary (High)	N/A	\$134,792
Superintendent Salary	\$265,871	\$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

Each year the District looks at student achievement data along with teacher requests for specific training to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on English Language Arts adoptions: Wonders, and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Bridges, and Math Links. In 2019-2021, training focused on developing Multi-Tiered System of Supports (MTSS), iReady training, and building capacity for integrating technology into the learning environment. In 2021-2022, we will continue focusing on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic.

MTSS Teachers on Special Assignment (TOSAs) assigned to each site work with all teachers throughout the year during the school day and during PLC time to support the implementation of the strategic focus and intervention.

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	4	4	4

# La Habra City Elementary 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

District Name	La Habra City Elementary School District
Phone Number	(562) 690-2305
Superintendent	Dr. Joanne Culverhouse
Email Address	<a href="mailto:district@lahabraschools.org">district@lahabraschools.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
All Students	2932	24	0.82	99.18	4.17
Female	1432	14	0.98	99.02	7.14
Male	1500	10	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	52	2	3.85	96.15	--
Black or African American	22	0	0.00	100.00	--
Filipino	30	0	0.00	100.00	--
Hispanic or Latino	2628	21	0.80	99.20	4.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	0	0.00	100.00	--
White	161	1	0.62	99.38	--
English Learners	639	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	76	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2025	17	0.84	99.16	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	400	24	6.00	94.00	4.17

## 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	2932	24	0.82	99.18	0.00
Female	1432	14	0.98	99.02	0.00
Male	1500	10	0.67	99.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	52	2	3.85	96.15	--
Black or African American	22	0	0.00	100.00	--
Filipino	30	0	0.00	100.00	--
Hispanic or Latino	2628	21	0.80	99.20	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	0	0.00	100.00	--
White	161	1	0.62		--
English Learners	639	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	76	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2025	17	0.84	99.16	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	400	24	6.00	94.00	0.00

## 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.

