

# Imperial Middle School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

## 2023-24 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>	Erik Bagger
<b>Email Address</b>	ebagger@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

## 2023-24 District Contact Information

<b>District Name</b>	La Habra City Elementary School District
<b>Phone Number</b>	(562) 690-2305
<b>Superintendent</b>	Dr. Mario Carlos
<b>Email Address</b>	district@lahabraschools.org
<b>District Website</b>	<a href="http://www.lahabraschools.org">www.lahabraschools.org</a>

## 2023-24 School Description and Mission Statement

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.”

## 2023-24 School Description and Mission Statement

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), Spanish language, 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.
- Flex tutorial classes meet 4 times per week to build relationships with students and adults and support students academic needs.
- 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.
- On-line learning resources, such as zoom, for distance learning when necessary.
- 25 rooms equipped with Apple TVs and 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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	4
Grade 6	114
Grade 7	174
Grade 8	168
Total Enrollment	460

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
Asian	2.8%
Black or African American	0.9%
Filipino	2%
Hispanic or Latino	87.6%
Two or More Races	1.1%
White	5.2%
English Learners	19.8%
Foster Youth	0.7%
Homeless	0.9%
Socioeconomically Disadvantaged	80.2%
Students with Disabilities	19.6%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	73.46	166.90	88.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.10	0.68	0.40	0.26	12115.80	4.41
<b>Unknown</b>	6.00	25.82	20.20	10.81	18854.30	6.86
<b>Total Teaching Positions</b>	23.50	100.00	187.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	80.75	172.50	91.26	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.40	1.66	1.10	0.61	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	4.20	17.59	15.30	8.11	15831.90	5.67
<b>Total Teaching Positions</b>	24.10	100.00	189.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0.00	0.00
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.8
<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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 14, 2023, 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 #9-2023 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 September 2023.

<b>Year and month in which the data were collected</b>	September 2023
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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
Visual and Performing Arts	Materials to support 2001 Visual & Performing Arts Standards	Yes	0

## School Facility Conditions and Planned Improvements

Principal, Erik Bagger and Head Custodian

<b>Year and month of the most recent FIT report</b>	October 9, 2023
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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			



## School Facility Conditions and Planned Improvements

<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).

#### 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.



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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	34	40	38	47	46
Mathematics (grades 3-8 and 11)	23	24	27	30	33	34

## 2022-23 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
<b>All Students</b>	455	453	99.56	0.44	34.22
<b>Female</b>	228	228	100.00	0.00	36.84
<b>Male</b>	227	225	99.12	0.88	31.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	400	398	99.50	0.50	30.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	44.00
<b>English Learners</b>	62	62	100.00	0.00	9.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	365	364	99.73	0.27	31.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	90	89	98.89	1.11	10.11

## 2022-23 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
<b>All Students</b>	456	454	99.56	0.44	24.01
<b>Female</b>	229	229	100.00	0.00	20.52
<b>Male</b>	227	225	99.12	0.88	27.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	401	399	99.50	0.50	21.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	24.00
<b>English Learners</b>	62	62	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	366	365	99.73	0.27	22.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	90	89	98.89	1.11	5.62

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	22.09	15.85	26.74	26.52	29.47	30.29

## 2022-23 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
<b>All Students</b>	172	171	99.42	0.58	15.79
<b>Female</b>	85	85	100.00	0.00	14.12
<b>Male</b>	87	86	98.85	1.15	17.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	154	153	99.35	0.65	12.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	26	26	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	135	135	100.00	0.00	15.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	31	96.88	3.12	6.45

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	100	100	100	100	100

## 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.

#### 2023-24 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 Erik Bagger at (562) 690-2344.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	474	0	0.0
Female	240	238	0	0.0
Male	239	236	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	14	13	0	0.0
Black or African American	5	4	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	419	416	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	25	25	0	0.0
English Learners	97	96	0	0.0
Foster Youth	6	6	0	0.0
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	386	383	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	0	0.0

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.96	11.48	0.04	3.29	3.35	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.48	0
Female	9.58	0
Male	13.39	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	14.29	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8	0
English Learners	10.31	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	11.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.75	0

## 2023-24 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 2023. 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.



## 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		

## 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	21	9	12	1
Mathematics	19	9	9	
Science				
Social Science				

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	14	10	2
Mathematics	18	11	7	1
Science	20	7	10	0
Social Science	23	4	9	1

## 2022-23 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

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$23,721	\$7,925	\$15,796	\$68,980
District	N/A	N/A	\$8,936	\$99,152
Percent Difference - School Site and District	N/A	N/A	55.5	-31.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	82.2	-20.4

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$53,524	\$54,046
<b>Mid-Range Teacher Salary</b>	\$81,279	\$84,515
<b>Highest Teacher Salary</b>	\$119,156	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$152,045	\$136,841
<b>Average Principal Salary (Middle)</b>	\$149,524	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$265,000	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	34.56%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.96%	5.62%

## 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 focused on MTSS and iReady with additional training on safety and technology integration during the COVID-19 pandemic. In 2022-2023 we continued focusing on MTSS as well as training focused on the new Elementary Science adoption.

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. In 2023-2024, mathematics was our focus. Staff at all sites have received professional development and training as it relates to the newly adopted mathematics framework .

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4