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**Imperial Unified School District**

# Imperial High School

## 2000-2001 Annual School Report Card



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Ninth through Twelfth Grade  
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[www.k12.ca.us/iusd/ihs](http://www.k12.ca.us/iusd/ihs)

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### Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Imperial Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Imperial High School is a welcoming, stimulating environment where students are actively being involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Imperial High School believes that cooperation between school and community is imperative, and this is reflected in our School Mission Statement.

### Mission Statement

Our mission is to develop independent thinkers who are productive citizens of the world community. We shall provide an environment that promotes positive learning, personal responsibility, and the respect for individual differences of all people.

### Community & School Profile

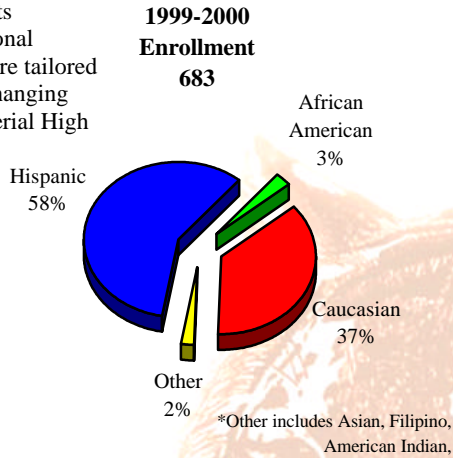
The Imperial High community is located in the city of Imperial, approximately 111 miles east of San Diego and approximately 210 miles southeast of Los Angeles. The Imperial county climate is a desert climate. Winter low temperatures average around 45° and summer highs are around 100°.

The desert was settled by families that worked hard to claim the land from the natural elements. The biggest obstacle they had to overcome was the lack of water. The early pioneers planned and accomplished the amazing task of bringing water from the Colorado River, 60 miles across the desert, to the Imperial Valley. They used animals, their own brute strength, and sheer determination to construct the All American Canal which now provides water to the Valley.

The desert climate in the Imperial Valley allows for plants to grow continuously throughout the year. Because of this, the main source of income in the county is farming. At some time or another, during the year, various crops are in production. Some of these include: lettuce, cauliflower, broccoli, citrus, wheat, sugar beets, alfalfa, sudan grass, carrots, tomatoes, and the famous Imperial Sweet Onions.

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1901 and produced its first graduation class in 1906. The district educates students in grades kindergarten through twelve on a tradition calendar system. There are currently three elementary schools, one middle school, one high school, and one continuation 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 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. The educational programs at the school are tailored to meet the needs of a changing school population. Imperial High School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.



## Discipline & Climate for Learning

Students at Imperial High School have many opportunities to demonstrate their individual talents. School staff encourage every child to stretch his/her energies, abilities and talents.

Imperial High School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of Imperial High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Imperial High School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual student handbooks.

### Attendance

Regular attendance at Imperial High School is a necessary part of the learning process and is critical to academic success. Attendance policies are clearly stated, consistently enforced, and fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

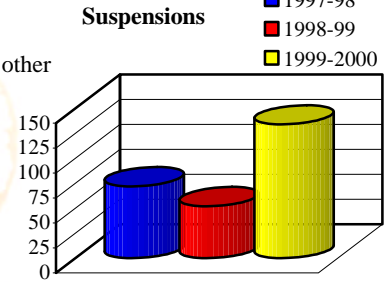
Punctuality and promptness are desirable traits to develop. The students of Imperial High School are expected to be in their seats and ready for instruction at the designated time. Students who are late to class must secure a pass from the office before going to class.

The District annually provides a Student Conduct Code for each of its sites. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as

assertive discipline and conflict resolution tools to further develop personal growth.

Imperial Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Imperial High School expelled three students over the past three years, expulsions occur only when required by law or when all other alternatives are exhausted.



### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extra-curricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and prevent behavioral problems. Extracurricular activities and programs include:

- A.F.S. Club
- Band
- Baseball Club
- Basketball Club
- Cheer
- Football Club
- Softball Club
- Soccer Club
- Spanish Club
- Swim Club
- Wrestling Club
- Academic Decathlon
- AVID Club
- Chorus
- Beacon
- Campus Life
- Color Guard
- Drama Club
- Future Farmers of America
- Volleyball Club
- Oasis Yearbook Club
- California Scholastic Federation
- Track Club
- Mock Trials

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other secondary schools in the area.

- Baseball
- Football
- Soccer
- Track
- Softball
- Basketball
- Golf
- Swimming
- Wrestling
- Volleyball

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Sports Banquets
- Senior Awards Night
- Band Banquet

Special recognition is given for specific accomplishments and levels of achievement:

- Presidential Physical Fitness Awards
- Science Fair

### Homework

Imperial High School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Each teacher determines the appropriate measure of homework for his or her students. Each student is expected to complete his/her homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

## Counseling & Other Support Services

It is the goal of Imperial Unified School District to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The district provides qualified personnel to provide counseling and support services, on a part-time and full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

- District Nurse– full-time
- District Psychologist– full-time
- Two Counselors– full-time

### Special Education

The goal of the Imperial Unified School District Special Education Program is to provide training and support for students and teachers to allow students to experience success in the regular education classroom. Through continual monitoring, measuring, and modifying Imperial High School’s philosophy is that every child is capable of benefiting from the regular education classroom. Through continual support and training, the Special Education Program helps teachers adopt program modifications and teaching styles respectful of students’ needs.

### Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development.

- Imperial Valley College Counseling
- Imperial County Office of Education Pregnant Minors Program
- Imperial County Office of Education YES Program
- Imperial County Mental Health Department

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth target it may be eligible to receive monetary and non-monetary awards.

1999 Percent Tested <sup>1</sup>	1999 API <sup>2</sup>	1999 State- wide Rank <sup>3</sup>	1999 Similar Schools Rank <sup>3</sup>	1999- 2000 Growth Target <sup>4</sup>	2000 API Target <sup>5</sup>	Awards Eligible
96	621	6	7	9	630	No
<b>2000 API Score</b>		625	<b>2000 API Growth</b>		4	

- <sup>1</sup> This percent is calculated by dividing the number of students tested by enrollment on grades tested as indicated on the October, 1998 CBEDS School Information Form.
- <sup>2</sup> The API scale is 200-1000. Only scores for students in the district the prior school year are included in the calculation.
- <sup>3</sup> Rankings are in deciles with 10 being the highest and 1 being the lowest. Each decile contains 10% of all schools.
- <sup>4</sup> The growth target is 5% of the difference between the 1999 API and the interim Statewide Performance Target 800.
- <sup>5</sup> This is the sum of the 1999 API plus 1999-2000 Growth target.

Imperial High School did not meet its growth target of 9 by 5 points. The API score is a solid foundation on which to build a plan for improvement for the upcoming year. Imperial High School will place a greater emphasis on identifying areas for improvement, determined to guide students on the path of academic success.

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Imperial High School. These measures are much more authentic in terms of students’ actual progress as well as a measurement of the effectiveness of the instructional program. These measures are especially helpful as active long-term reflections of student instructional growth.

Assessments are administered to all grade levels throughout the year.

### Standardized State Testing

Imperial High School participates in the State’s mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series, Ninth Edition (SAT-9), the most respected achievement test in the country. The SAT-9 was modified to include items directly tied to the state’s curriculum standards.

The SAT-9 was administered for the first time statewide in the spring of 1998 to all students, grades 2-11. This nationally norm-referenced test measures a student’s performance in various academic subjects against other students at the same grade who take the test. Students at Imperial High School were tested in reading, math, language, science, and social science.

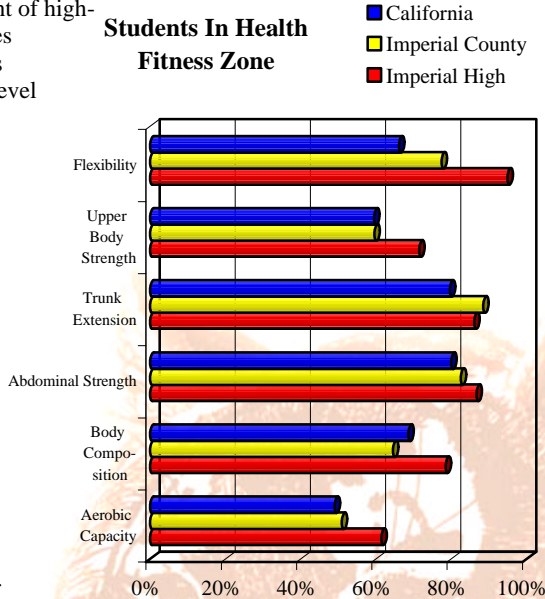
SAT-9 results are presented as national grade percentile ranks. A student scoring at the 65<sup>th</sup> percentile has scored higher than 65% of the other students nationally who are in the same grade who took this test.

The adjacent chart illustrates Imperial High School's results compared to the National Percentile Rank (NPR), showing the proportion of students that scored at or above the 50th percentile. Specific levels of student performance are provided to parents.

**Physical Fitness**

In the spring of each year, Imperial High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and compares student performance to other students statewide that are in the same grade level who took the test.

The physical fitness test measures six fitness areas and students are provided several options to perform tasks in each area. The scores presented below represent the percentage of students tested that either met or exceeded the standards recommended fitness zones established by the Cooper Institute for Aerobic Research.



**Advanced Placement**

Imperial High School offers five advanced placement (AP) courses for those students seeking college credit. Juniors and seniors achieving grades three, four or five on the final AP exams qualify for college credit at most of the nation's colleges. During the past three years, many students have participated in Imperial High's AP courses.

Advanced Placement courses are offered in Biology, Calculus, English, Spanish, and Chemistry.

	Enrollment		Students taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
<b>1996-97</b>	135	127	38	3	4	9
<b>1997-98</b>	146	125	57	5	12	18
<b>1998-99</b>	140	128	54	7	7	0

**Golden State Exam**

The Golden State Exam is a voluntary program that offers end of course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and to receive public recognition for their achievements. During the 1999-2000 school year, 2 students received High Honors, 5 students received Honors, and 25 received School Recognition achievement levels.

**SAT and ACT**

Each year, students have the opportunity to participate in the SAT and ACT testing. These instruments are designed to assess many of the skills that are important to a student's success in college and their general educational development.

SAT Scores	Imperial High			State
	1996-97	1997-98	1998-99	1998-99
Grade 12 Enrollment	127	125	128	334,852
Average Total Score	809	907	868	1,005
Average Verbal Score	404	450	430	492
Average Math Score	405	457	438	513
% of Seniors Tested	28.3	24	26.6	36.5
ACT Scores				1998
Average Composite Score	20.3	24.5		21.1
% of Seniors Tested	3.1	1.6		8.6

Students at Imperial High School are encouraged to take required courses if they plan to attend a four-year university. Adjacent is a list of four-year university entrance requirements. All students must pass each course with a grade no lower than "C" per semester.

SAT - 9 Results									
1998, 1999, 2000									
Grade	Reading								
	9			10			11		
	98	99	00	98	99	00	98	99	00
Year Ending									
% At or Above Nat'l Avg.									
Imperial High	31	25	30	25	28	38	34	39	39
Imperial County	20	19	21	17	18	20	21	20	21
Statewide	34	34	35	32	33	34	36	35	36
NPR for Avg. Student Score									
Imperial High	33	30	31	29	32	36	37	42	42
Imperial County	23	23	25	20	20	23	24	24	25
Statewide	34	34	36	32	32	33	37	36	37
Math									
Grade	9			10			11		
Year Ending	98	99	00	98	99	00	98	99	00
% At or Above Nat'l Avg.									
Imperial High	50	51	52	36	42	42	38	45	48
Imperial County	31	33	38	24	24	29	24	26	29
Statewide	47	48	51	41	44	46	43	45	48
NPR for Avg. Student Score									
Imperial High	49	50	52	40	43	42	43	48	48
Imperial County	37	38	42	30	31	34	30	31	33
Statewide	50	51	54	43	45	47	46	48	50
Language									
Grade	9			10			11		
Year Ending	98	99	00	98	99	00	98	99	00
% At or Above Nat'l Avg.									
Imperial High	44	43	59	30	37	39	39	45	50
Imperial County	33	36	39	20	22	25	28	28	30
Statewide	48	49	52	37	38	40	45	47	48
NPR for Avg. Student Score									
Imperial High	47	45	54	30	37	41	37	47	50
Imperial County	35	38	40	22	24	27	30	32	32
Statewide	47	48	50	36	38	40	43	45	47
Science									
Grade	9			10			11		
Year Ending	98	99	00	98	99	00	98	99	00
% At or Above Nat'l Avg.									
Imperial High	35	33	35	42	51	38	38	42	38
Imperial County	22	25	29	26	29	32	23	25	25
Statewide	39	40	41	44	45	46	41	42	43
NPR for Avg. Student Score									
Imperial High	43	40	42	44	49	43	44	48	43
Imperial County	33	35	37	30	33	34	30	30	31
Statewide	43	44	45	44	45	45	44	45	46
Social Science									
Grade	9			10			11		
Year Ending	98	99	00	98	99	00	98	99	00
% At or Above Nat'l Avg.									
Imperial High School	54	44	52	48	48	42	57	67	66
Imperial County	29	28	33	24	24	24	43	44	44
Statewide	44	44	46	38	37	38	57	57	57
NPR for Avg. Student Score									
Imperial High School	46	42	46	44	45	41	54	61	61
Imperial County	32	32	35	26	26	27	41	42	44
Statewide	42	43	45	38	38	38	54	55	56

All students, including Limited English Proficient

**List courses**

- History/Social Science (2 years required)
- English (4 years required)
- Mathematics (3 years required, 4 recommended)
- Laboratory Science (2 years required, 3 recommended)
- Language Other Than English (2 years required, 3 recommended)
- College Preparatory Electives (2 years required)

The following chart illustrates the percentage of students who fulfilled the necessary requirements to attend a four-year university.

	Graduates with UC/CSU Required Courses
Male	5.1%
Female	12.2%

**Training & Curriculum Improvement**

All training and curriculum development at Imperial High School revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Imperial High School’s curriculum is an ongoing process. Curriculum planning is done through careful review of the district/state standards, the state frameworks, the district policies, review of the SAT-9 results, review of multiple measures, and research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements.

Staff members are encouraged to attend workshops and conferences provided by the district, outside agencies, and consultants. During the 1999-2000 school year, training was offered on the following topics:

- Computer Education
- Math Network Training
- WASC Training
- SAT-9 Planning Training
- SDAIE & BTSA Training

Several of the district’s teachers are participating in the Beginning Teacher Support Assessment program; a training program to prepare teachers to become “support providers” for the BTSA program. Imperial high school currently has two teachers enrolled in the BTSA program which offers teacher support in the areas of credentialing and teacher preparation.

For the 2000-2001 school year, staff at Imperial Unified School District and Imperial High School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

**Preparation to Enter the Work Force**

Imperial high School prepares students for the work force 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 are taught.

The School-to-Career Program provides opportunities for students to visit business and organizations to obtain a perspective on working in that industry.

College and military recruiters visit the campus at various times throughout the school year to provide information to students. Students also attend Imperial Valley College’s Career Fair. District counselors provide academic/career/personal counseling to students throughout the year.

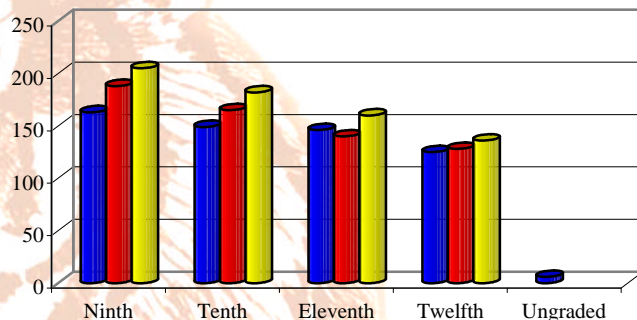
During the 1999-2000 school, Imperial High School offered four Regional Occupational Program classes: Word and Data processing, Fire Science, Food Technology, Building and Construction. All students and adults, ages 16 and up, are eligible to enroll in the program.

Imperial High School Vocational Education classes offered during the 1999-2000 school year were Agricultural Biology, Animal Science, Agricultural Leadership, Agricultural Mechanics, Introduction and Intermediate Agriculture, Business Computers, Food Technology, and Wood Shop. Over 380 students were enrolled and participated in the high school’s vocational education courses.

**School Attendance**

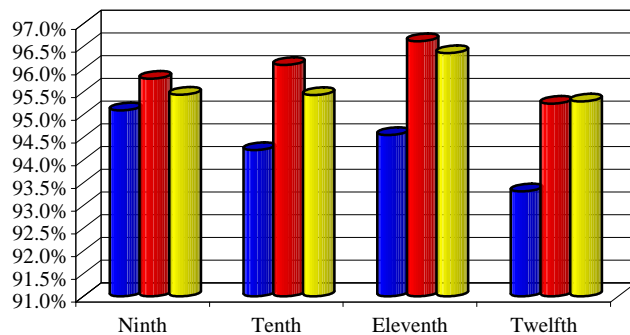
Student enrollment over the past three years at Imperial High, increased by 16%. Schoolwide enrollment at the beginning of the 1999-2000 school year was 683 students. Imperial High is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school’s maximum allowable class size. During the 1999-2000 school year, 5% of the school’s enrollment was comprised of interdistrict transfers from other districts throughout Imperial County.

**Enrollment Trend  
By Grade Level**



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Imperial High. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The actual daily attendance rate for all grade levels for Imperial High was 95.6%. The chart below displays Imperial High’s actual daily student attendance rate for the past three years.

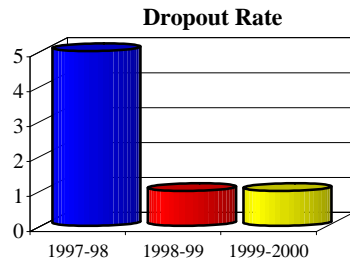
**Actual Attendance Rates  
By Grade Level**



During the 1999-2000 school year, Imperial High had 1 dropout, a decrease compared to previous years. The chart below illustrates the dropout trend over the past three years.

Intervention programs that promote attendance and reduce dropout rates include:

- Parent Conferences
- AVID (Advancement Via Individual Determination)
- Perfect Attendance Awards
- Follow up home visits by the security department when warranted
- Referring excessive absences, truancies, and tardies to the School Attendance Review Board (SARB).
- Encouraging parents to support school policy for school attendance by allowing students to miss school only when they are ill.



## Instructional Minutes

During the 1999-2000 school year, all instructional minute requirements at Imperial High School either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Imperial High School offered 66,920 minutes during the 1999-2000 school year.

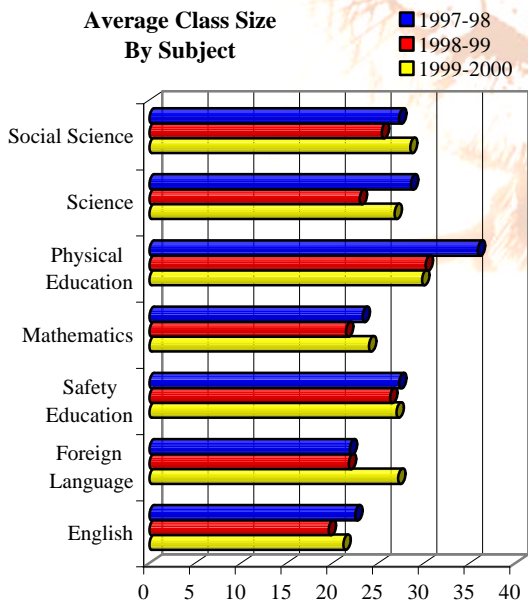
Students receive 56 minutes daily of specialized instruction in each subject area by appropriately credentialed teachers.

## Minimum Days

Imperial High's 180 instructional days for the 1999-2000 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

## Class Size

Imperial High School maintained a schoolwide average class size of 24 students and a pupil/teacher ratio of 19:1 for the 1999-2000 school year.



The ratio of students per teacher varies by grade level and subject area taught. In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional

teachers to assist schools in reducing ninth grade English and math class sizes. Imperial High School implemented the Morgan-Hart class size reduction program for grade 9 in English in 1990-91 and in Math in 1998-99. For the 1999-2000 school year all grade 9 English classes and the Algebra 9, Pre-Algebra, and General Math classes participated in this program.

## Textbooks and Instructional Materials

Imperial High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards.

The school's library is stocked with 9,140 books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency.

	1997-98	1998-99	1999-2000
Computers	74	93	134
Students per computer	8	6.7	5.1
Classrooms connected to Internet	29	26	33

Imperial High School's website provides a variety of resources and information for parents, staff, students and community members.

## School Facilities & Safety

Imperial High School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1956, which are all up-to-date and provide adequate space for students and staff. A team of four custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Imperial Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Imperial High School completed a state school building modernization process in 1993 after building a new gymnasium. Since then, an increased locker room area has been added to the gym because of increased enrollment. Air conditioning has also been installed. New athletic field restroom facilities, which can be used by the public, were also a new addition to the gymnasium. Supplementary classroom space has been added to accommodate increases in school enrollment throughout the years. All classrooms have been networked to a computer lab server and wired for Internet access. A new Digital High School computer lab was constructed from a former office off the library.

Safety of students and staff is a primary concern of Imperial High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The Imperial Unified School District's Disaster Preparedness Plan is sent home to parents at the beginning of each school year. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

## Quality of Instruction & Leadership

Leadership at Imperial Unified School District is a responsibility shared between district administration, the school principals, instructional staff, students, and parents. The district's emphasis has always been on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the State Content Standards and Frameworks and District standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Leadership groups and committees throughout the district include:

- School Site Council
- School Advisory Committee
- District Language Advisory Committee
- WASC Committee
- Coordinated Compliance Review
- Safe School Committee
- Technology Team
- Grant Writing Teams
- Student Study Teams

The School Site Council, comprised of the principal, staff members, and parents, meets regularly to monitor the School Improvement Program (SIP). Each spring the School Site Council and Imperial High School staff review and update the School Improvement and School Site Safety Plans. The School Improvement Plan identifies Imperial High's education plan for the year. Site goals, objectives, action steps, timelines, expenditures, and evaluation processes are described in the plan.

## Teacher Assignment

Imperial High School recruits and employs the most qualified credentialed teachers. For the 1999-2000 school year, Imperial High School had 29 fully credentialed teachers who met all credential requirements in accordance with State of California requirements.

### Teacher Credential Status

	1997-98	1998-99	1999-2000
Fully Credentialed	29	31	29
Emergency Credentials	4	6	5
Without Credentials	0	0	0
Working Outside Subject	5	4	3

All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are currently assigned to teach. Many teachers hold multiple credentials. Teaching staff is encouraged to continue their individual efforts in attaining additional training and education.

Imperial High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 1999-2000 school year, certificated staff consisted of 34 employees: 52 percent with 30+ additional units beyond their bachelor's degree and 20 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Speech Specialist
- Special Day Class
- Band/Music Teacher
- Instructional Assistants
- Two Resource Specialists
- Library Clerk
- District Bilingual Technician

## Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Tenured certificated teachers are formally evaluated at least once every two years. Probationary certificated teachers are formally evaluated twice in each of their two probationary teaching years. The school principal and vice principal conduct each evaluation and assess performance based on four criteria:

- Students' progress, as compared to district standards
- Create and maintain an effective learning environment
- Teaching techniques and strategies
- Progress in meeting curricular objectives

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The 1999-2000 topics for staff development were:

### Categorical Program and Grant Review

- Eligibility Requirements
- Teaching Strategies
- Classroom Management
- Pupil Performance
- Prepare for CCR/WASC Review

### The Regular Education Teacher's Role in the Special Education Process/Site Specific In-service on Classroom Strategies

- In-service on Special Education
- Student Study Team Process
- K-6 Teachers – Effective Teaching Strategies and Title I/Compensatory Education
- 7<sup>th</sup> and 8<sup>th</sup> Grade Teachers – Classroom Management
- High School Teachers – Digital High School

### Standards and Assessment/Promotion Retention - K-6 Teachers

- New Promotion Retention Policy
- Grading Policy
- Standards and Assessments
- Grade Level Standards

### Classroom Management/Instructional Strategies - 7-12 grade Teachers

- Review Instructional Strategies involving School-to-Career, AVID and Classroom Management

State Mentor Teacher funds provide district mentor teachers to assist new teachers. Eisenhower funds provide staff with a math and science mentor teacher. The district pays the costs to allow teachers to attend BCLAD\*, CLAD\*\*, and SDAIE\*\*\* training to receive certification to assist English language learners.

\*BCLAD – Bilingual Crosscultural, Language and Academic Development

\*\* CLAD – Crosscultural, Language and Academic Development

\*\*\* SDAIE – Specially Designed Academic Instruction in English

## Substitute Teachers

Staff attendance is critical to maintaining the quality of instruction and learning. Due to countywide class size reductions, CBEST (California Basic Educational Skills Test) certified substitutes have been difficult to obtain. Imperial Unified School District has requested a waiver from the state for CBEST for substitutes.

Currently, Imperial Unified School District has 57 fully credentialed substitutes and 20 on waiver. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Imperial Unified School District advertises employment opportunities in local newspapers and on the Internet.

## Expenditures Per Student & Types of Services Funded

For the 1998-99 school year, Imperial Unified School District spent an average of \$4,950 to educate each student. The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required annually by law and is compared with other districts statewide.

### Current Expense of Education Per Student\* 1998-99

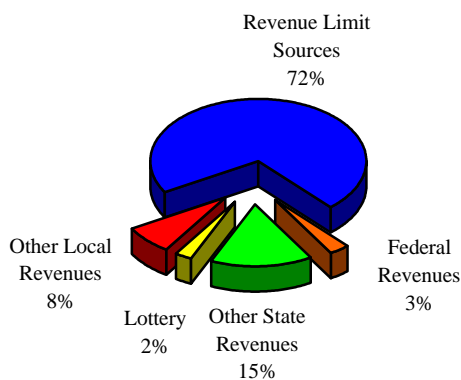
Imperial Unified School District	Statewide Average	
	All Unified Districts	All Districts
\$4,950	\$5,416	\$5,379

\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

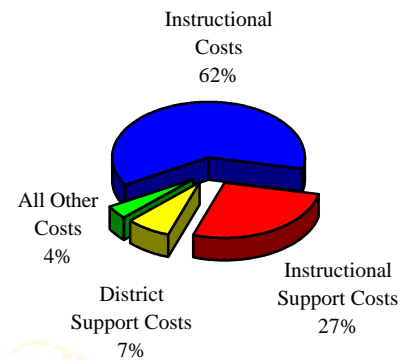
In addition to General Fund State funding, Imperial Unified School District receives state and federal categorical funding. The school receives approximately \$892 per student in categorical aid. Federal and state funding is provided for the following categorical, special education, and support programs:

- Interagency Contracts
- Drug-Free Schools
- Tenth Grade Counseling
- Instructional Materials
- Mentor Teacher
- Home-to-School Transportation
- Ninth Grade Class Size Reduction
- Economic Impact Aid
- Special Education
- Math and Science
- Regional Occupational Program
- Vocational and Applied Technology Education Act

### District Revenue Sources 1998-99



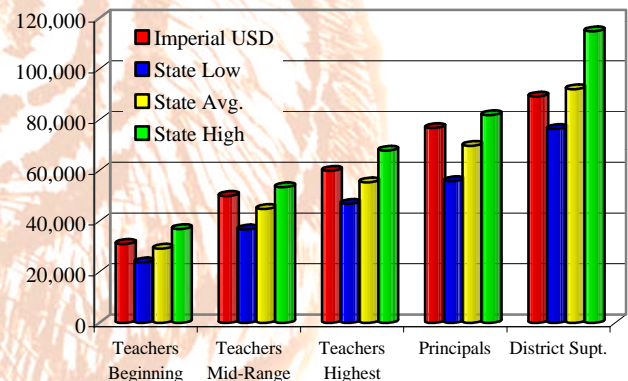
### District Expenditures 1998-99



## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having between 1,500 and 4,999 average daily attendance throughout the state.

### 1998-99 Average Salary Information Teachers - Principals - Superintendent



### 1998-99 Average Salary Information Teachers & Administrative Salary Percentages

