



# Imperial Middle School

1450 South Schoolwood Dr. • La Habra, CA 90631 • (562) 690-2344 • Grades 6-8

Cathy Seighman, Principal

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<http://www.lahabraschools.org/imperial>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



La Habra City  
School District

### La Habra City Elementary School District

500 North Walnut St.  
La Habra, CA 90631  
(562) 690-2305  
[www.lahabraschools.org](http://www.lahabraschools.org)

#### District Governing Board

Sandi Baltes, President

John Dobson, Clerk/Vice-President

Cynthia Aguirre, Member

Ida MacMurray, Member

Adam Rogers, Member

#### District Administration

Dr. Joanne Culverhouse  
**Superintendent**

Dr. Teresa Egan  
**Associate Superintendent of  
Human Resources**

Dr. Sheryl Tecker  
**Assistant Superintendent of  
Educational Services**

Dr. Cammie Nguyen  
**Administrative Director, Special  
Education and Student Services**

Dr. Mario A. Carlos  
**Director of Communications and  
Special Programs**

### School Description

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. As we begin our educational journey this year, we are continuing with our candidacy to become an International Baccalaureate Middle Years Program World School. The IB program is open to all Imperial students and will provide 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."

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. Project Based Learning 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 and painting), ceramics, piano, media arts, 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 and best teaching practices.
- The arts are infused into all content areas as a learning tool for student achievement.
- IB Coordinator
- Teacher on Special Assignment (TOSA) to support instruction.
- Academic 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.
- AVID strategies implemented school wide.
- Students participate in Project Based Learning.
- 1:1 iPads for ALL students with take home privilege.
- Award-winning Peer Assistant Leaders (PALS) program to support at-risk students.
- A comprehensive after school program including homework club, individual and small group tutoring, clubs, and athletics.
- 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 provided 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).
- A Telepresence room to allow for video conferencing and virtual field trips.
- 16 rooms equipped with Apple TVs and 3 large viewing monitors.
- High level of parent, staff, and student satisfaction as measured by climate survey.
- Over 99 percent of parents attending student-led conference

## About the SARC

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	145
Grade 7	201
Grade 8	230
Total Enrollment	577

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.9
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0.2
White	6.1
Two or More Races	1.4
Socioeconomically Disadvantaged	76.8
English Learners	18.9
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	0.9

## 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

Teacher Credentials for Imperial Middle School	17-18	18-19	19-20
With Full Credential	36	28.18	25.38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	17-18	18-19	19-20
With Full Credential	♦	♦	2.91
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Imperial Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### 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.

### 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).

### 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

On October 10, 2019, 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 #15-2019 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 August, 2019.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify; Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The Center for Mathematics and Teaching Math Links, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive! TCI-Teacher's Curriculum Institute, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Facilities were reviewed on October 21, 2019 with Head Custodian, Mike Alvino. All rooms and systems were found to be in good condition.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October, 2019**

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

## 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, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	48	36	40	50	50
Math	19	26	28	31	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.3	25.5	29.6

Note: 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.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Each year the District looks at student achievement data along with teacher requests for specific trainings to determine the plan for the four Districtwide professional development days. In 2017-2018, training focused on new English Language Arts adoptions, Wonders and Amplify. In 2018-2019 training focused on new Mathematics adoptions, Math Links. In 2019-2020, training focused on developing Multi-Tiered System of Supports (MTSS).

In addition to the Districtwide trainings, each site works with a consultant from InnovateEd to develop Cycles of Inquiry around their strategic focus. Teacher leaders attend seven days of training to analyze student data, develop a strategic focus for the year, implement evidence based lessons, and analyze student work. 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 implementation of the strategic focus.

### 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.

### School Safety Plan

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

- Provide a safe teaching and learning environment for all students and staff members.
- All gates/fences are locked for additional safety.
- 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 4:30 p.m. each day. We also have a School Resource Officer on campus during the school day to provide additional help in the event of an emergency.
- We practice 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	563	555	98.58	48.11
Male	265	259	97.74	42.47
Female	298	296	99.33	53.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	90.91
Filipino	--	--	--	--
Hispanic or Latino	490	484	98.78	46.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.30	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	425	422	99.29	43.36
English Learners	224	219	97.77	34.70
Students with Disabilities	39	39	100.00	17.95
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

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 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	561	99.47	26.38
Male	265	264	99.62	28.03
Female	299	297	99.33	24.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	100.00
Filipino	--	--	--	--
Hispanic or Latino	491	489	99.59	24.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100.00	32.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	425	424	99.76	22.88
English Learners	224	223	99.55	14.80
Students with Disabilities	39	39	100.00	12.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	2.8	2.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\* 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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	10	34		24	10	25	8	22	12	14	
Mathematics	19	17	13	1	19	15	17		22	7	13	
Science	22	8	12	2	21	8	12	2	22	7	13	
Social Science	24	7	10	3	24	6	12	2	8	3		

\* Number of classes indicates how many classrooms 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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,980	\$49,378
Mid-Range Teacher Salary	\$82,563	\$77,190
Highest Teacher Salary	\$109,041	\$96,607
Average Principal Salary (ES)	\$136,256	\$122,074
Average Principal Salary (MS)	\$136,512	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$238,772	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11089	2798	8291	91149
District	N/A	N/A	8200	\$91,713.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	0.5
School Site/ State	-32.8	18.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.