



Imperial Cross Elementary

2462 Cross Road • Imperial, CA 92251 • 760355-3250 • Grades K-5

Javier Romos, Principal

jramos@imperialusd.org

www.crosscubs.org

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



Imperial Unified School District

219 North E St.

Imperial, CA 92251

(760) 355-3200

<http://imperialusd.org>

District Governing Board

Abdul Mohamed

Board President

Victor Lopez

Board Member

Jill Tucker

Board Member

David Ross

Board Member

John Denault

Board Member

District Administration

Bryan Thomason

Superintendent

Roger Ruvalcaba

**Assistant Superintendent
of Curriculum and Instruction**

Hector Coronel

Director of Special Education

Juan Leal

**Director of Human Resources and
Special Projects**

Gina Hendrix

Director of Business Services

Purpose:

To create a school community in which children love to learn!

Every Student- Every day- Whatever It Takes

Our Vision:

Our Cross Elementary educational community will develop creativity, leadership, social-emotional intelligence, and collaborative skills to succeed along their educational journey.

Our Mission:

Through equitable and rigorous instruction, high expectations, and compassion, Cross Elementary in partnership with our community, will facilitate and encourage the unique skills necessary for all students to be confident in the pursuit of their dreams and goals.

Belief Statement:

We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.

We believe:

- The school experience is built upon a strong academic foundation within a safe, secure environment.
- In the joy of learning.
- In student choice and ownership of learning.
- In the genius of each child.
- In developing integrity, compassion, and empathy.
- In developing grit, perseverance, and a passion for learning.
- In empowering students to be thinkers and change makers.
- In the power of curiosity.
- In the power of team.
- In taking risks and not settling.
- Our students, as engaged citizens, will positively impact their community and the world.

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
Kindergarten	

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

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 Cross	17-18	18-19	19-20
With Full Credential	0	0	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Imperial Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	188
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Imperial Cross Elementary

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.

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

Imperial Unified School District held a public hearing and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners. Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Imperial Unified School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of August 2019.

Textbooks and Instructional Materials

Year and month in which data were collected: June 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Journeys / Big Day Adopted 2017 / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin / Harcourt Go Math Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly 2019-20 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	MacMillan Adopted 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)

Maintenance and Repair

- Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

- The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

- The district does not participate in the State School Deferred Maintenance Program designed to assist school districts with expenditures for major repair or replacement of existing school building components. The program was eliminated in 2010-2011. The district does allocate funds to a Routine Restricted Maintenance account which is designed to fund district expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Ben Hulse Elementary School provides a safe, clean environment for students, staff, and volunteers. The majority of school facilities were built in 1954; the Roosevelt wing (the northern-most wing) was built in 1949. The school facilities are situated on 16 acres. The school buildings span 86,667 square feet consisting of 30 permanent classrooms and 25 portable classrooms which includes 1 intervention classroom, 7 Science Discovery rooms, and a meeting room for our parent/teacher organization. A library, a cafeteria/multipurpose room, an administrative office with a conference room and nurse's office, two staff work rooms and a Speech room are also part of the large school. The facility strongly supports teaching and learning through its ample classroom and recreation space. The table shows the results of the most recent school facilities inspection.

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

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

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						

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.

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				

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.

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
5			

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.

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				

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.

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)

We are excited to promote our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of our parents. There is no doubt Cross Elementary will thrive because of parental commitment and involvement. A school is as strong as the partnerships between its community of parents, staff and students. Cross will be a living proof of this! Please pursue whatever level of involvement you can; opportunities include, but are not limited to:

School Site Council (SSC)
Classroom/School-wide volunteer
Parent/Teacher Association (PTO)
Parent Engagement Group (PEG)
English Language Advisory Committee (ELAC)
District English Language Advisory Committee (DELAC)
School Safety Committee

Our school looks forward to working with staff and parents/guardians to develop meaningful opportunities for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Cross PTO- Is currently being established for 2020-21

Cross PTO will work hard to ensure every child develops a strong educational foundation at Cross Elementary. PTO sponsored programs and services make an important contribution to the development of your child's school experience. The following are examples of sponsored activities and events:

Technology Improvements
STEAM+ Resources
Field Trips
Spirit Wear
Grade level educational needs
School Assemblies
Playground equipment
Yearbook
Family Nights

We invite you to make a difference in the education of all of our children by becoming a PTO member. Your support goes a long way toward providing fun and educational programs for your child(ren).

If you have expertise in the areas of Science, Technology, Engineering, Arts, Mathematics, Physical Fitness and would like to start a program, please talk with a teacher and/or administration. We would welcome the opportunity to partner with you.

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

Plan Revised September 06, 2019. Members of the school community met to develop the first School Safety Plan for Cross Elementary. Input was received and documented on the plan. The plan was approved by Imperial Unified School District for review on September 12, 2019. A meeting for public input will be held on January 19, 2020. This document is available for public inspection during regular business hours at Cross front office.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions (Fire, Earthquake, Intruder/Lock Down) are reviewed and practice drills are implemented on a regular basis. In addition, evacuation routes are practiced as well. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Cross Elementary seeks the input of law enforcement, fire department, and our SRO to ensure efficient and effective safety measures are taken by staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	3.8	5.6
Expulsions Rate	0.1	0.1	0.2

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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+
Mathematics												
Social Science												

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	8

Annually there are two district staff, classified and certificated, professional development days. In addition, our certificated staff participates in 7 Wednesday minimum day professional development sessions. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff. In addition, the district provides monthly release time for all three elementary teams to work and learn together. The focus of 2019-20 PD is on math instruction and strategies to support all learners. Imperial Unified School District partnered with the Imperial County Office of Education curriculum department to create a plan based on recent results on the CAASPP. Certificated staff also participates in bi-monthly Tuesday staff meetings that focus on PD targets. Site staff also attend conferences and outside training that aligns to the focus areas of mathematics, technology, and science.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,099	\$46,208
Mid-Range Teacher Salary	\$90,215	\$72,218
Highest Teacher Salary	\$108,964	\$92,742
Average Principal Salary (ES)	\$125,986	\$134,864
Average Principal Salary (MS)	\$132,702	\$118,220
Average Principal Salary (HS)	\$128,565	\$127,356
Superintendent Salary	\$192,229	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and instill a sense of belonging. Enrichment activities and programs include: Fourth Grade Music Appreciation, Fifth Grade Band, Career Day, Fifth Grade Biz Town, School Spelling Bee, and After-School Tutoring. Accelerated Reading and Math, I-READ, English in a Flash, Think Central, and Rosetta Stone are web-based programs used as intervention and enrichment resources. An E-library was introduced to students in 2013 as a way to create library access for students on the web. Seven instructional aides support student learning by providing small group instruction in the classroom.

Students are recognized for good behavior at monthly school-wide assemblies. A Citizen-of-the-Month is chosen from each classroom and receives a citizenship flag. Special recognition is given for specific accomplishments and levels of achievement: 4th Grade Mission Project, 5th Grade Wax Museum, AR "Wall of Fame," Kindergarten Promotion, Science Discovery Day, attendance awards, Outstanding Kids in Safety Patrol, Honor Roll/Honor Society certificates and Sizzler certificate for citizenship and/or academics.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Imperial Cross Elementary	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Imperial Unified School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A		\$90,551.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

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

Career Technical Education Programs

It is the goal of Imperial High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Imperial High School prepares students for the 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. Expected School Wide Learning Results (ESLR's) guide curricular programs, preparing students for post secondary careers and education. Imperial High School's ESLR's are as follows: T.I.G.E.R - T- Team Players, I - Investigative People, G - Global Citizens, E - Effective Communicators, R - Responsible Students.

College and military recruiters visit the campus at various times throughout the school year to provide information to students. Students also attend numerous college fairs. Imperial High School is participating in the early outreach program with the University of California which involves tutoring, mentoring, academic preparation, and college counseling. School counselors provide additional academic, career, and personal counseling. Imperial High School also participates in outreach programs such as Talent Search, M.E.S.A. (Mathematics-Engineering-Science-Achievement)

Courses are evaluated by employment readiness standards, business/community stakeholder support, and placement of students in employment, post-secondary education, or the military. All career preparation courses incorporate CTE curriculum standards and satisfy the district's graduation requirement. The following Regional Occupation Program and Career Technology courses offered to Imperial High School students: Ag Mechanics II, Food Technology, Fire Science, Interior Design, Medical Terminology, Retail Trades, Graphic Design, Nursing Assistant, Ag Science, Ag Mechanics, and Veterinarian Science.

Rogelio Ruvalcaba is the primary contact for Imperial Unified School District's Career Technical Committee. The chart displays information about student participation in Imperial High School's Career Technical Education (CTE) programs

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.