

Imperial Ave. Holbrook High

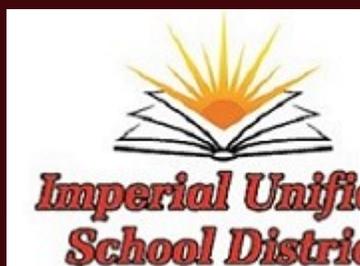
322 N. Imperial Ave • Imperial, CA 92251 • (760) 355-3207 • Grades 9-12

Sergio Rubio, Principal

srubio@imperialusd.org

<http://iahs.imperialusd.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

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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

Mission Statement

The mission of Imperial Avenue Holbrook School is to place all students in individualized programs which increase their academic knowledge, enhance their socialization, and increase the chance that they will graduate from high school. The staff firmly believes it is never too late to continue your education.

School Description

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

Imperial Unified School District is the oldest district in the Imperial Valley. It was formed in 1902 and produced its first graduating class in 1906. The district educates students in grades kindergarten through twelve on a traditional calendar system. There are currently two elementary schools, one middle school, one high school, and one alternative 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 Avenue Holbrook School is currently housed on the campus of Imperial High School. The school opened its doors in 1992 at its previous location, but was closed during the 2018-19 school year. The District Adult Education program is located on Imperial Avenue Holbrook School campus. Students who experience difficulty in a traditional high school setting often find success in an alternative program. The school provides individualized instruction, with frequent one-on-one student and teacher interaction, to meet the needs of each student. Classes for students enrolled in the continuation high school are held daily from 8:30 a.m. to 12:55 p.m. Adult education classes are held on Monday through Friday. Monday and Friday hours are from 1:30 p.m. - 3:20 p.m., and Tuesday through Thursday from 5:30 p.m. - 7:30 p.m..

Imperial Avenue Holbrook School is accredited by the Western Association of School and Colleges (WASC). Through the accreditation process, Imperial Avenue Holbrook School has shown that the programs and services of the school reflect high standards and continuous improvement. Through this ongoing commitment, Holbrook will continue to provide a high quality instructional program.

This Annual Report to the Community presents to the community an overview of Imperial Avenue Holbrook School and the programs it offers. State reporting requirements include disclosing information regarding subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in significant ethnic subgroups. During the 2017-2018 school year, Imperial Avenue Holbrook School had 46 students enrolled in grades nine through twelve. Student demographics are illustrated in the chart.

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 Ave. Holbrook	17-18	18-19	19-20
With Full Credential	3	N/A	2
Without Full Credential	0	N/A	0
Teaching Outside Subject Area of Competence	0	N/A	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 Ave. Holbrook High

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	N/A	0
Total Teacher Misassignments*	0	N/A	0
Vacant Teacher Positions	0	N/A	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 Ave Holbrook High School is currently exploring the best options for textbook adoption considering the new Common Core Standards. New textbook options include traditional hard cover text books and online web-based textbooks.

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	McDougal Littell / McDougal Littell Adopted 2003 (9-10) / 2002 (11-12) Plato Courseware/Edmentum 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 McDougal Littell Adopted 2000 Plato Courseware/Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe / McGraw Hill Adopted 2005 Holt, Rinehart & Winston Adopted 2001 Plato Courseware/Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Adopted 2006 Pearson Adopted 2014 Plato Courseware/Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Glencoe / McGraw Hill Adopted 2000 Glencoe / McGraw Hill Adopted 2004 Holt, Rinehart & Winston Adopted 2006 Plato Courseware/Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Adopted 1999 Plato Courseware/Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Plato Courseware/Edmentum The textbooks listed are from most recent adoption: No 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. The program was eliminated in 2010-11. The district does allocated funds to 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. In 2015-2016 the school made some remodeling within the front office and converted the teachers lounge into a conference room.

School provides a safe, clean environment for students, staff, and volunteers. School facilities are situated on 20 acres. The school buildings span 25,863 square feet, consisting of 38 permanent classrooms, four portables, an administration building, library, cafeteria/multi-purpose room, gym, band room, computer lab, staff room, art room, P.E. area, and two science labs. 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	Good	
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)

Parents and the community are very supportive of the educational program at Imperial Avenue Holbrook School. The school encourages parents to become involved in their child’s education by volunteering in the classroom and by participating in the “Committee of the Whole.”

Imperial Avenue Holbrook School welcomes parents and the community to activities held throughout the year including quarterly Parent Nights, Back-to-School Night, and Open House. The principal maintains an open door policy and parents and students are encouraged to meet with him to discuss any issues they may be experiencing. The school keeps parents informed of school events through the monthly newsletter

Parents who wish to volunteer or participate in Imperial Avenue Holbrook School’s leadership teams, school committees, or school activities, may contact Principal, Mr. Victor C. Torres at 760-355-3207 or vtorres@imperialusd.org

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

The safety of students and staff is a primary concern of Imperial Avenue Holbrook School. The school has a closed campus; all visitors must sign in at the front office. Teachers are on duty before and after school and during breaks and lunch periods to ensure as safe and orderly environment.

In addition, a Safe Schools Plan will updated and approved by the Imperial Unified School District Board of Education in February 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.3	16.2	
Expulsions Rate	0.0	1.5	

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 (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# 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	6	N/A	8

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers four staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

All curriculum development in the Imperial Unified School District revolves around the California State Content Standards. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the curriculum is an ongoing process. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum planning occurs through careful review of district standards, state frameworks, and district policies; a review of STAR testing results and district multiple measures; and the most recent educational research. Teachers belong to professional organizations to acquire and share knowledge regarding recent instructional trends, developments, and improvements. The Imperial Avenue Holbrook "Committee of the Whole" meets monthly to monitor the school's programs and curriculum.

The Imperial County Office of Education designed curriculum for the "Too Good for Drugs, Too Good for Violence" program taking place every Friday. All the students participate in the class, which serves as a preventative measure against drugs and violence. In addition, the school offers a anti-bullying program, sex education and HIV, and a suicide prevention program for all students.

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

Imperial Unified School District offers extra curricular activities and extended learning opportunities for it's students. Programs such as ROP and CTE classes as well as M.E.S.A Mathematics Engineering and Science Achievement are some of the programs offered.

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

Rate for Imperial Ave. Holbrook High	2015-16	2016-17	2017-18
Dropout Rate	0	6.1	4.5
Graduation Rate	88.2	30.3	63.6

Rate for Imperial Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.8	0.6	0.7
Graduation Rate	97.7	89.6	95.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	15
% of pupils completing a CTE program and earning a high school diploma	8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3

Career Technical Education Programs

It is the goal of Imperial Avenue Holbrook High 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	Unable to	\$2,023	Unable to	\$102,683
District	N/A	N/A	9,270	\$90,551.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.1	12.6
School Site/ State	39.8	33.9

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.

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	0

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		

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

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

Imperial Avenue Holbrook High 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.

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.

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 at Imperial High School: 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.