

International Polytechnic High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Mrs. Ginger Paul, Principal

 Principal, International Polytechnic High

About Our School

Contact

International Polytechnic High
3801 West Temple Ave., Bldg. 128-16
Pomona, CA 91768-2557

Phone: 909-869-2388
Email: paul.ginger@lcoe.edu

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoed.edu
Website	http://www.lacoed.edu

School Contact Information (School Year 2019—20)	
School Name	International Polytechnic High
Street	3801 West Temple Ave., Bldg. 128-16
City, State, Zip	Pomona, Ca, 91768-2557
Phone Number	909-869-2388
Principal	Mrs. Ginger Paul, Principal
Email Address	paul_ginger@lacoed.edu
County-District-School (CDS) Code	19101991995869

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly is an alternative to the large, traditional high school with a current enrollment of 516 students. The Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS).

IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. Our population comes from 40 cities and represents a broad range of backgrounds and preparation. We seek a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, and students must take entrance exams in English and Math, and all candidates are reviewed by an admission selection committee. At IPoly High School, all students take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning.

Foundational to the educational mission of the school is the belief that all students will learn if learning is relevant to the student and experienced in a real-world context. Constructivist pedagogy is basic to the IPoly program. The unique curriculum at IPoly High School is comprised of interdisciplinary coursework in math, science, social science, and English Language Arts, as well as courses in foreign language, physical education, and an array of electives. IPoly's curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, culture, character, and creativity as well as the common core and Next Generation Science standards. Standards are embedded into the curriculum in two ways. The first and most powerful is the integration of standards into student projects. The relevance of the standard is realized when it is connected to the project. Essential questions drive the curriculum and the projects. Common Core state standards are also taught discreetly within each subject area. Even when standards are not integrated into major projects, they are presented in a manner that is relevant to the student. Both formally and informally, students attest to the significance of their learning and the connections that are made to the real world.

IPoly has received several prominent awards, including the 2013 Distinguished School Award for Innovative Schools. In 2014 the California State Judicial Department awarded IPoly a Civics Merit Award for the students' work in the Model Assembly project, and the mentorship component of the senior project. Most recently, IPoly High School was awarded the 2015 Gold Ribbon Schools Program Award. IPoly also earned the title of America's Top High Schools in the nation for 2016 from Newsweek. Additionally, IPoly was awarded Best High Schools in California 2017 and 2018 and Best High Schools National Rankings 2018 from US News and World Report.

IPoly's vision and mission statements are a reflection of student and community data, global competencies, student needs, current educational research and the belief as an institution should be preparing students to be college and career. The Academic Program "Learning while producing" is International Polytechnic (IPoly) High School's approach to education. Our entire program is project-based; students work in interdisciplinary, collaborative groups to apply learning to real-world situations. Each project is constructed to:

- Include a rigorous academic curriculum
- Incorporate California State Content Standards
- Satisfy University of California & California State University Courses
- Achieve school-to-career objectives

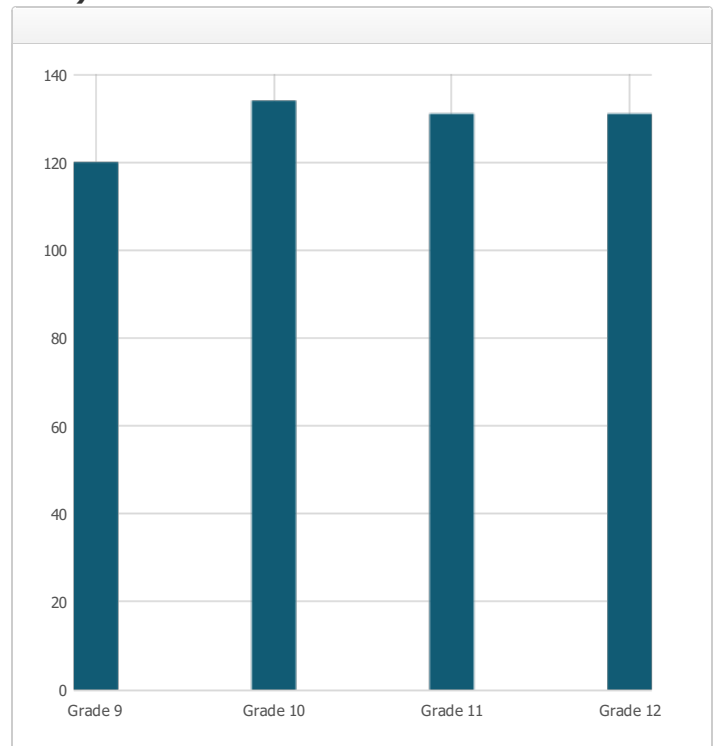
IPoly's Vision Statement: The innovative environment of IPoly High School develops informed, resourceful, collaborative students who are college ready and civic-minded individuals. Students are prepared to complete post secondary programs to become productive and respected leaders in a just and sustainable world.

IPoly's Mission Statement: IPoly High School provides a college preparatory, project-based curriculum that is socially and environmentally relevant. Students develop curiosity, gain knowledge, and acquire new skills through the projects and state-mandated curriculum. IPoly's values are the focus of the projects, ensuring that students: Develop Creativity, Think Critically, Communicate Effectively, Work Collaboratively, Embrace Culture and Demonstrate Character.

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	120
Grade 10	134
Grade 11	131
Grade 12	131
Total Enrollment	516



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.30 %
American Indian or Alaska Native	%
Asian	9.70 %
Filipino	14.00 %
Hispanic or Latino	58.70 %
Native Hawaiian or Pacific Islander	0.20 %
White	8.70 %
Two or More Races	2.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.80 %
English Learners	1.40 %
Students with Disabilities	3.50 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

State Priority: Basic

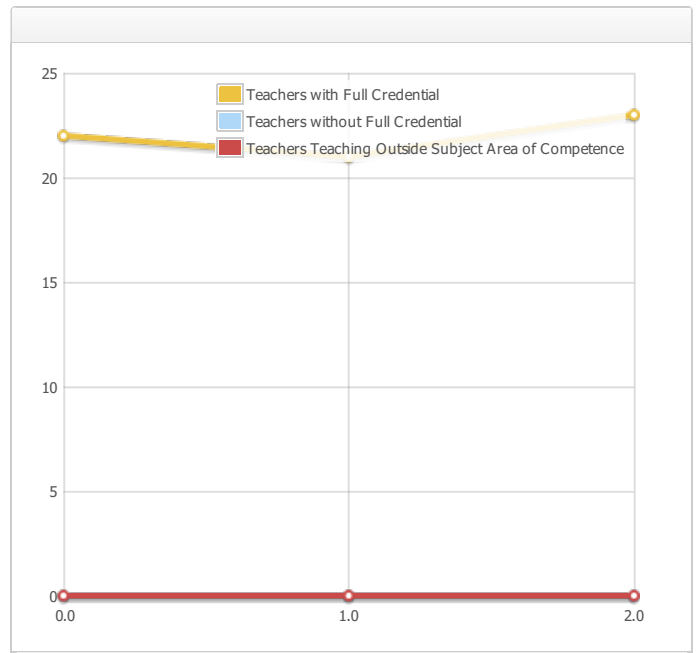
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

DATA PENDING - INFORMATION FORTHCOMING

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	22	21	23	162
Without Full Credential	0	0	0	81
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

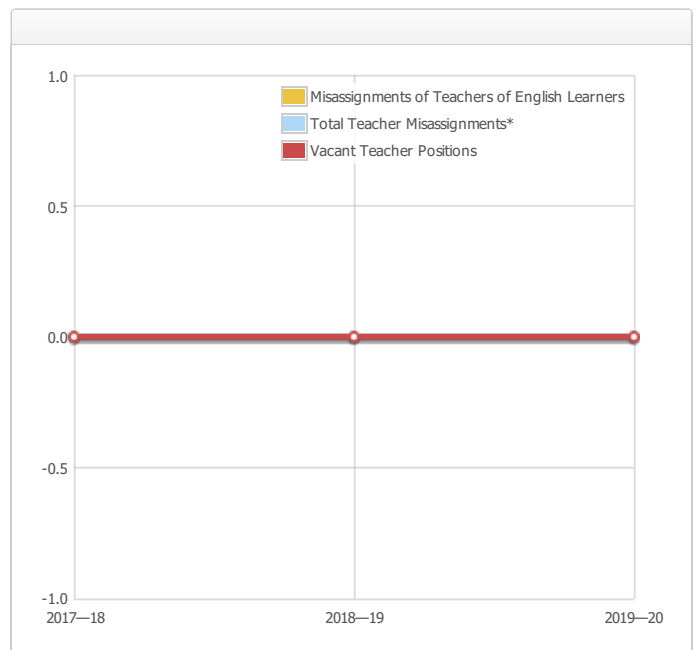


Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

DATA PENDING - INFORMATION FORTHCOMING

Indicator	2017—18	2018—19	2019—20
Misassignments of 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.

Last updated: 1/31/2020

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

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Integrated ELA I - My Perspectives (9th Grade Level) Pearson Integrated ELA II - My Perspectives (10th Grade Level) Pearson Integrated ELA III - My Perspectives (American Literature -11th Grade) Pearson Integrated ELA IV - My Perspectives (British and World Literature - 12th Grade) Pearson	Yes	0.00 %
Mathematics	Integrated Mathematics II - Pearson Integrated Mathematics III - Pearson PreCalculus - PreCalculus 7th Edition - Pearson Discrete Mathematics - Pearson	Yes	0.00 %
Science	The Living Earth - Discovery Ed. Physics of the Universe - Discovery Ed. Chemistry & Earth Systems - Discovery Ed. Biopsychology - Pearson	Yes	0.00 %
History-Social Science	Human Geography - Geography - Houghton Mifflin Harcourt World History - Modern World History - Pearson United States History - American Nation in the Modern Era - Houghton Mifflin Harcourt American Government/Economics - American Government - Pearson	Yes	0.00 %
Foreign Language	Spanish I - Realidades I - Pearson Spanish II - Realidades II - Pearson Spanish III - En Espanol - Houghton Mifflin Harcourt	Yes	0.00 %
Health	Teen Talk	Yes	0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

DATA PENDING - INFORMATION FORTHCOMING

In August 2012, a new and exciting era began for IPoly. Just six months following our WASC visit, and after holding classes in portable buildings for over two decades in a parking lot at the southwest area of the Cal Poly Pomona Campus, the new 21 classrooms, 20-million-dollar state-of-the-art facility was finished. The beautiful, new two-story IPoly facility features interactive Smart Board, document camera, and desktop technology in every classroom, a computer lab, and even a video production classroom. This facility has provided a permanent home, increasing the possibilities for student learning and curriculum expansion. The greenfriendly building sits on 1.5 acres of land on Cal Poly's campus and was awarded the LEAD Green Award for being environmentally friendly.

The maintenance of the building is both the responsibility of LACOE and Cal Poly Pomona. When the school was built, a memorandum of understanding (MOU) was put into place stating what each partner was responsible in maintaining and fixing. For custodial services, LACOE contracts with Cal Poly Pomona Facilities to provide IPoly with one full time custodian and one part-time night custodian. The custodian is limited in his ability to complete all the jobs necessary for a school custodian based on his union contract, therefore IPoly administration has continually worked with Cal Poly facilities to rectify ongoing concerns. For the last two years, IPoly has contracted with an outside company to come in and deep clean on all holidays and breaks including a thorough cleaning during summer.

IPoly has several facilities inspections each year by LACOE and Cal Poly. LACOE conducts on site visual inspections and follows through with any outstanding work orders that are residing within LACOE. Additionally, the principal receives a report after each visit noting any area of note or concern. The conditions of the school facilities are reflected in the LACOE Facility Inspection Tool FIT (see Appendices). According to the report, the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and are in the process of being mitigated. Additionally, Cal Poly has regular maintenance schedules for all systems including HVAC and meetings are held regularly, at least once a month, with other facility departments within Cal IPoly (electrical, custodial, security – police). When there is an issue with the facility we determine if it is a Cal Poly work order that needs to be submitted or a LACOE work order as each are responsible for different aspects of the building. Furthermore, IPoly has a safety plan and it is reviewed and updated each year in addition to ongoing meetings with Emergency Management Services at Cal Poly Pomona.

Last updated: 1/31/2020

School Facility Good Repair Status

DATA PENDING - INFORMATION FORTHCOMING

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed at this time.
Interior: Interior Surfaces	Good	A few classrooms have stains on the carpet. During, summer all of the classrooms will have the carpet deep cleaned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed at this time.
Electrical: Electrical	Good	Light fixture in 3 classrooms need to be replaced. A work order was put in and this has since been resolved.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	None needed at this time.
Structural: Structural Damage, Roofs	Good	None needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None needed at this time.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/31/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	95.0%	89.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	65.0%	63.0%	31.0%	30.0%	38.0%	39.0%

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.

Last updated: 1/31/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	129	98.47%	1.53%	89.15%
Male	68	66	97.06%	2.94%	89.39%
Female	63	63	100.00%	0.00%	88.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	100.00%
Filipino	16	16	100.00%	0.00%	93.75%
Hispanic or Latino	81	81	100.00%	0.00%	88.89%
Native Hawaiian or Pacific Islander					
White	16	14	87.50%	12.50%	71.43%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	52	52	100.00%	0.00%	88.46%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
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.

Last updated: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	129	98.47%	1.53%	62.79%
Male	68	66	97.06%	2.94%	72.73%
Female	63	63	100.00%	0.00%	52.38%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	11	11	100.00%	0.00%	81.82%
Filipino	16	16	100.00%	0.00%	75.00%
Hispanic or Latino	81	81	100.00%	0.00%	59.26%
Native Hawaiian or Pacific Islander					
White	16	14	87.50%	12.50%	42.86%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	52	52	100.00%	0.00%	63.46%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
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.

Last updated: 1/31/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	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.

Last updated: 1/31/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The Division of Student Programs, Career Technical Education (CTE) program ensures that students are prepared for the twenty-first century economy. To ensure that all students are ready for post-secondary education and training and to help them transition successfully into the workforce, LACOE-CTE collaborates with community colleges, business and industry, labor organizations, employment agencies, and community organizations in planning workforce preparation training programs that meet the labor market needs in Los Angeles County.

Career Technical Education (CTE) is a State-funded program that provides career and technical preparation to meet identified industry needs and standards. In addition to providing skills, students gain experience needed for employment and participate in courses that offer opportunities for hands-on training. The department offers vocational and college preparatory courses to all students in grades nine through twelve. The CTE department is staffed by one part-time teacher. All CTE classes can be taken for practical arts credit and many are also University of California-approved for fine art credit: UC/CSU "F" credit and now "G" credit. More than 95% of our students take CTE classes at some point during their four years at IPOLY. CTE courses fall in a three course sequence of industry sector pathways Design, Visual and Media Arts with two of the courses taught by a CTE credentialed teacher.

CTE Course Descriptions

Digital Photography - This course is designed to introduce students to the basics of digital photography and digital imaging with an emphasis on aesthetic, technical, and critical-thinking skills. Students will examine the principles of light and color and the evolution of the devices that capture, store and produce images. Through hands-on digital photography projects, students will use digital technology, hardware and software to take photographs, transfer the data to the computer, print and display the images. Projects will be critiqued peers and teacher in both technical and aesthetic terms to communicate ideas through photography as an art form.

Video Production - This course provides training in concepts and principles used in film and video production. Students learn the historical perspectives and analyze American film and television from a variety of artistic works. Specialized training is provided in the basics of visual storytelling through the creation of storyboards, script writing, basic shot types, camera movements, lighting, audio and editing techniques. Through required organized school productions, such as campus events, students

Last updated: 1/31/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

DATA PENDING - INFORMATION FORTHCOMING

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00%

Last updated: 1/31/2020

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	100.00%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	16.70%	26.70%	50.80%

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.

Last updated: 1/31/2020

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)

DATA PENDING - INFORMATION FORTHCOMING

Starting with our District-level inclusion of community members in projects such as the design of the LCAP, efforts are also made at the site to include parents and guardians in local decisions. PTSA representatives work with the school to fulfill grant requests and to make sure grants are compatible with the school's goals. The Shared Decision Making Team (SDM) holds annual elections and is integral in informing the school's process and organization.

Additionally, the SDM studies and suggests actions to be taken regarding topics of concern. Additionally, PTSA holds monthly meetings that are used to disseminate information at the school level. We give teacher reports and administrative reports each month and many times it is to increase awareness of school activities and gather input from parents regarding decisions that are coming for the school.

Being a commuting school, our primary avenue of communication is through our email blast program and then responses garnered. Each month we send at least half a dozen email communications and all include contact information for the specific communication. If we desire a large portion of our parent community to respond to a communication with thoughts and feedback, we send it out in email, voice and then have written communication in the forms of flyers are available in the office.

In addition to the school activities in which parent/caregivers may become involved in the school and educational process including: Shared Decision Making Council, PTSA and volunteer support at all events. PTSA that meets monthly and is actively engaged in fundraising for the school. The Dean of College Admissions also uses Naviance, an online college platform to communicate to parents. Bimonthly, parents are invited to College Nights that educate parents about the choices their child has in post-secondary education. These college nights are offered in English and quarterly in Spanish and cover topics ranging from Naviance, an online tool for students and parents to align their strengths and goals to post-secondary options, to Financial Aid Night, Test Prep, and the application process. We also hold an annual Career Day in which parents are encouraged to come in and share with all students the career they chose and the path that helped them reach their goals. Parents are also encouraged to attend the semester presentations of each grade level to be able to actively engage and experience the show case and public component of each interdisciplinary project.

Los Angeles County Office of Education established the Parent Education and Consultation Program, in April of 2016 to engage families in the education of their children. Additionally, each year LACOE hosts the Annual Parent Conference in collaboration with local colleges and universities. The Parent Education and Consultation Program offers all LACOE families abundant learning opportunities designed to assist them as they support their students' academic achievement. Each year, Parent Liaisons from each Principal Administrative Unit (PAU) hosts two workshops a month for the families within their PAU. The topics include college attendance requirements, improving communication in the family, college, career and technical education possibilities for students, literacy nights, parenting classes, and many more. In school year 2018-2019 more than 2,200 parents participated in more than 130 learning opportunities offered to them. The classes are free of charge to all parents. They take place at different locations throughout the county, including school sites, local libraries and the LACOE office in Downey. They are conducted at different times of the day to accommodate for parents' schedules and in the language preferred by the parents.

State Priority: Pupil Engagement

Last updated: 1/31/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

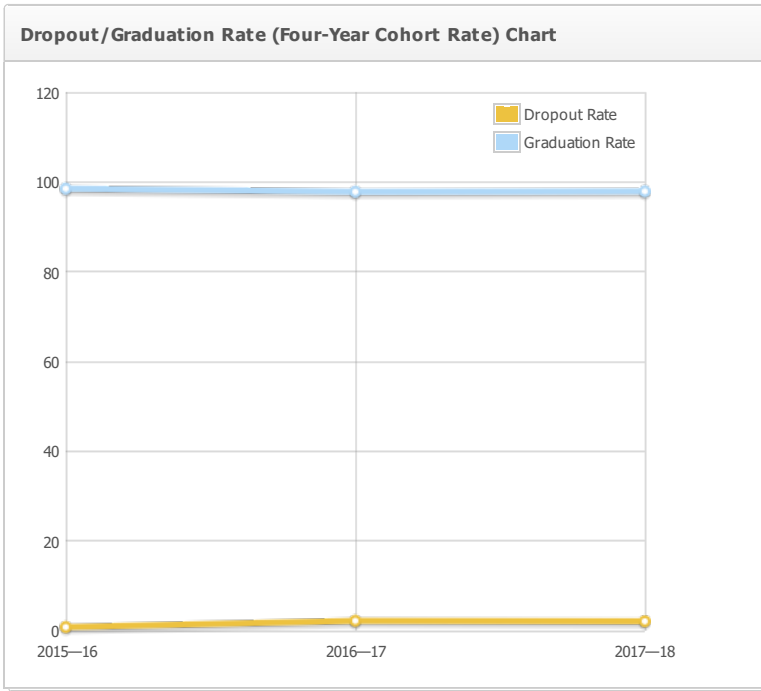
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.80%	36.10%	9.70%
Graduation Rate	98.50%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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Dropout Rate	2.20%	2.10%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	97.80%	97.90%	--	--	82.70%	83.00%



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/>.

Last updated: 1/31/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.00%	0.60%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

DATA PENDING - INFORMATION FORTHCOMING

An update to the School Safety Plan was drafted, reviewed and approved by the Shared Decision Making Council on October 4, 2019 and approved by the County Office of Education. The Shared Decision Making Council includes students, parents, teachers and support staff. This document is a living document and is updated as needed to address any concerns or issues. A copy of the document is kept in the IPoly Office. The key elements of the Safety Plan outline evacuation locations, maps, how to confirm student attendance during a drill, and details contingency plans for a variety of incidents including disasters, child abuse, etc. The safety plan and instructions for parents, staff and students are available on the school's website at ipolyhighschool.org.

The School Safety Plan has the following key elements:

- Disaster procedures, routine and emergency
- Safe and orderly school environment plan
- Rules and procedures on school discipline
- Procedures regarding teacher notification of dangerous students pursuant Ed. Code 49079
- Child abuse reporting procedures
- Sexual Harassment Policy
- Bullying/Harassment Policy
- Hate crime reporting procedures
- Provisions of any school wide dress code

Our Safety Committee teams has been having regular quarterly meetings to discuss safety concerns and issues in order to maintain a school that is safe, clean and an orderly place that nurtures students both academically as well as social-emotionally. IPoly has a culture that is characterized by trust professionalism and high expectations for all students and we strive to continue this positive and safe school climate that exists here. The committee has helped to develop a comprehensive safety plan that allows for this to happen.

Last updated: 1/31/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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 (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Last updated: 1/31/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	35.00		2	31
Mathematics	35.00		2	23
Science	35.00		2	31
Social Science	35.00		2	31

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	34.00	1	4	30
Mathematics	33.00	1	4	30
Science	31.00	4	4	29
Social Science	32.00	3	4	29

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	32.00	1	2	1
Mathematics	31.00	1	2	1
Science	30.00	3	1	0
Social Science	32.00	1	2	1

* 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.

Last updated: 1/31/2020

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

Title	Ratio**
Counselors*	1

*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 Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

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Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.60
Other	9.00

*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.

Last updated: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8313.00	\$205.00	\$8108.00	\$85207.00
District	N/A	N/A	\$17128.00	\$91667.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82746.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

A wide variety of services are provided to students based on individual needs. For example, IPoly offers 504 and Individual Education Plan accommodations for those students who qualify. and individual plans are developed in collaboration with students, family, academic counselors, faculty and support staff. Teachers hold office hours every week after school to provide tutoring and additional support for students. Students who qualify for Free and Reduced Price Meals are provided daily lunches. A full time school psychologist and a counselor provide mental health support to students in need. IPoly also has an academic monitor and an academic specialist to help students who are struggling.

In preparing our students for post-secondary, the school funds the Naviance platform to help with college and career. The creation of the Dean of College Admissions position beginning in the 2016-17 school year presented students and their parents with strategies and skills to develop and explore meaningful opportunities, expand student and parent knowledge of college and career pathways, and create a college-going culture on campus. In addition, students attend college fairs twice a year.

Other types of services/programs funded include:

DigiCoach

Paraeducators

1:1 Tutoring

Contracted Services

Summer Math Boot Camp

Naviance

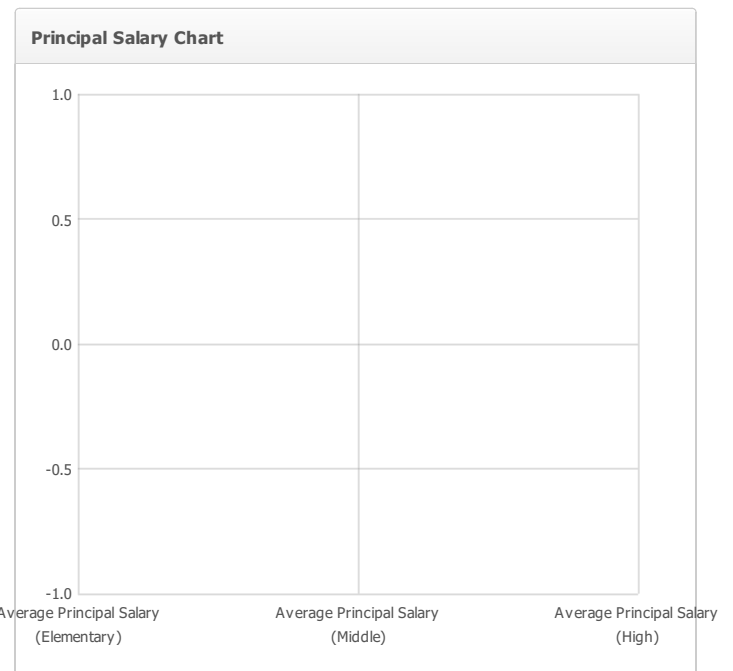
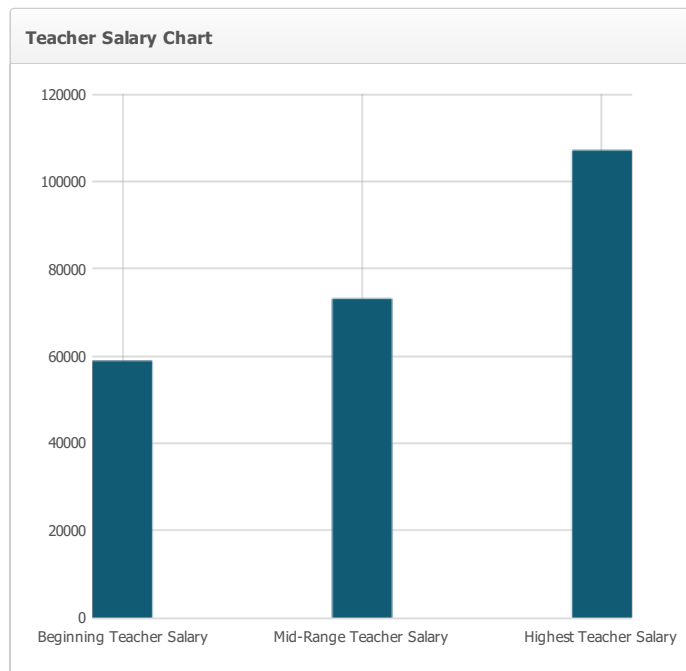
Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,873	--
Mid-Range Teacher Salary	\$73,095	--
Highest Teacher Salary	\$107,113	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8