

International Polytechnic High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Ms. Ginger Merritt-Paul, Principal

Principal, International Polytechnic High

About Our School

Located in the sprawling East San Gabriel Valley Township, 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 550 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 pass entrance exams in English and Math.

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 course work 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, and creativity as well as the California state content standards. Content 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. Content 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.

Contact

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

*Phone: 909-869-2320
E-mail: paul.ginger@laco.edu*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoedu.edu
Web Site	http://www.lacoedu.edu

School Contact Information (School Year 2017-18)	
School Name	International Polytechnic High
Street	3801 West Temple Ave., Bldg. 128-16
City, State, Zip	Pomona, Ca, 91768-2557
Phone Number	909-869-2320
Principal	Ms. Ginger Merritt-Paul, Principal
E-mail Address	paul_ginger@lacoedu.edu
Web Site	http://www.ipolyhighschool.org/
County-District-School (CDS) Code	19101991995869

Last updated: 2/1/2018

School Description and Mission Statement (School Year 2017-18)

School Overview

An alternative to large, traditional high schools, the International Polytechnic High School (IPoly) program emphasizes international and global studies, interdisciplinary course work, thematic, project-based learning, and team and communication skills. IPoly is a comprehensive high school, accredited and University of California and California State University approved that is run by the Los Angeles County Office of Education (Division of Student Programs) in partnership with California State Polytechnic University Pomona. IPoly has the distinct honor of being an academic program within the College of Education and Integrative Studies at Cal Poly. IPoly's sister school is the Los Angeles County High School for the Arts (LACHSA) which provides specialized instruction and training in dance, music, theatre, and visual arts.

Located on the Cal Poly Pomona campus, IPoly is tuition-free and offers a small, friendly environment (less than 600 students). Students have access to university facilities and may take college classes in their junior and senior years. Over 90% of our graduates attend a school of higher education.

IPoly students reflect the multicultural profile of Southern California and come from Los Angeles, San Bernardino, Riverside, and Orange Counties. Students with a broad range of abilities comprise IPoly's student population.

International Polytechnic High School students are given the opportunity to learn in a university environment, and through the Young Scholars Program at Cal Poly perform at college-level standards by taking concurrent college courses. Our program gives new meaning to "college prep"!

IPoly students have access to university resources, which include state-of-the-art computer labs, research libraries, and other facilities. Because of this integration with college life, our students enjoy a high rate of success when continuing with their higher education and professional training after graduation.

Vision & Mission

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 postsecondary programs to become productive and respected leaders in a just and sustainable world.

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
- Work Collaboratively
- Think Critically
- Embrace Culture
- Communicate Effectively
- Demonstrate Character

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 Course
- Achieve school-to-career objectives

Requirements

The core curriculum, based on California State Department of Education standards, prepares students for high school graduation and college entrance requirements, as well as advanced study abroad. Students may also earn college credits at Cal Poly Pomona and local community colleges, which are transferable to other universities.

IPoly High School emphasizes:

- Thematic Project-Based Learning (PBL)
- International and global studies
- Interdisciplinary course work
- Community service opportunities
- Internships with community and university partners
- Team & communication skills

Curriculum

Traditional educational institutions maintain a system where ideas and information are separated, and assessment is done by testing large numbers of students. These individual strands of facts and figures remain largely 'unquestioned and uncombined' because, as the poet has pointed out, there is 'no loom to weave it into a fabric.' At IPoly, students learn by asking and pursuing critical questions, exploring global issues and events from different perspectives, and making connections among subjects. This approach to learning is the loom upon which a multi-textured, truly durable fabric of knowledge is woven.

INQUIRY LEARNING Through inquiry, students take ownership of both knowledge and the knowledge-gathering process. At IPoly, class assignments, discussions, essays, journals, case studies, and group and individual projects are frequently posed as essential questions that students are asked to answer while being encouraged to investigate the question further. Students often find that questions have more than one answer. Instructors become learning facilitators, guiding students along the path of inquiry. While all IPoly instructors have specialties and present materials in specific disciplines, the school is structured so that instructors are also resource specialists, curriculum writers, workshop facilitators, and more. They also bring in scholars and guest speakers from the university and the 'real world.' Additionally, instructors can utilize their knowledge and experiences in other subjects in class. Instructors learn and produce along with students, demonstrating that learning is for life.

INTERNATIONAL EDUCATION During a four-year course of study, IPoly students will develop a sense of the world and their place in it, providing a basis for more specialized study after high school. However, there is more to understanding the world than names, dates and places. The goal of our curriculum is to inspire students with a desire to know why things happen rather than just knowing that they 'do'. As students develop a global perspective on issues and events, they

get closer to the 'why' of things. They become prepared for a complex world where people engage each other through cooperation, competition, and conflict.

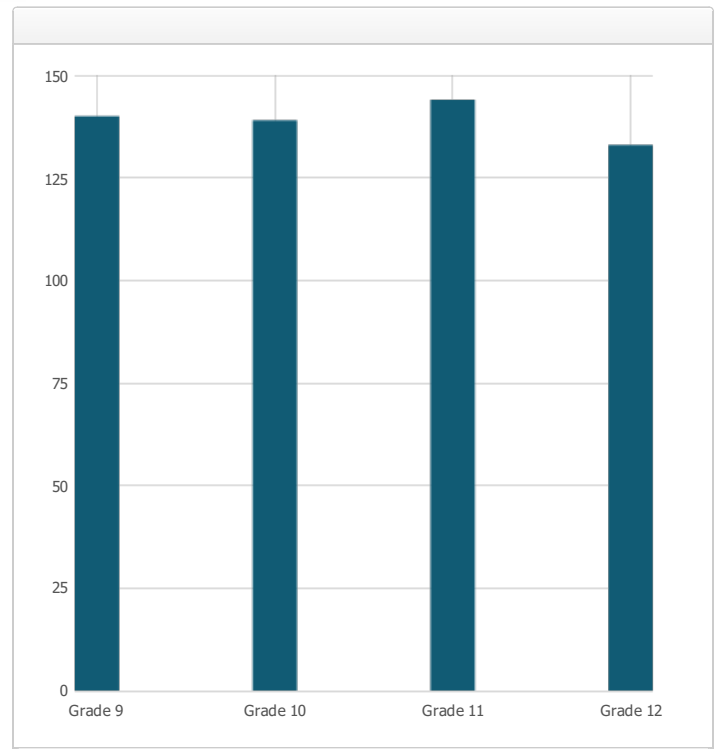
INTERDISCIPLINARY EDUCATION IPoly students pursue questions and examine global issues and events from different perspectives, they discover the interconnectedness of people, systems and information. These connections are reflected in the IPoly curriculum, which is interdisciplinary. An interdisciplinary course of study breaks down many of the artificial walls between subject areas. Through the use of team teaching, interdisciplinary unit themes, projects and exhibitions, new and different demands are made on students which nurture their own curiosity and guide them towards a broader understanding of the world. Facts no longer remain 'uncombined'. Research conducted by the Center for the Study of Evaluation at UCLA demonstrates that students enrolled in an interdisciplinary course of study have better attendance, more developed writing and thinking skills, and go on to four year, post-secondary education more often than their counterparts in traditional classes. The IPoly instructors work cooperatively in teams to design and teach Projects which meet state subject area standards and fulfill the vision of the school as a place of inquiry and international studies.

INTERDISCIPLINARY PROJECTS These projects provide a forum for students to demonstrate their mastery of important concepts and skills through the practical and creative application of those concepts and skills, rather than rote memorization and testing. Projects range from the simple to the complex, from basic research and presentation skills to designing and constructing an entire foreign trade business. Projects contain specific criteria and deadlines. Through the projects, students acquire important process skills, such as time management, personal responsibility, interpersonal communication, etc. All projects are 'hands-on', providing a bridge between the classroom and the 'real world' Projects incorporate basic skills and higher-order thinking skills in ways which challenge students to take risks, make their own connections, and ultimately, take responsibility for their own learning. **EXHIBITIONS** Final presentations are special events at IPoly. They may include exhibitions, simulations, debates, stage shows, and other significant performances. Presentations generally have three major components including written, visual and live presentation/ demonstration. Group-project presentations occur in ninth, tenth, and eleventh grades. Individualized culminating exhibitions occur at the twelfth grade level. Although components will vary from project to project, exhibitions afford students an opportunity to both demonstrate and celebrate their knowledge and talents, those elements which noted educational ref

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	140
Grade 10	139
Grade 11	144
Grade 12	133
Total Enrollment	556

*Last updated: 2/1/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.0 %
Asian	9.2 %
Filipino	10.1 %
Hispanic or Latino	62.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	11.2 %
Two or More Races	3.6 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.7 %
English Learners	1.4 %
Students with Disabilities	2.7 %
Foster Youth	0.0 %

Last updated: 2/1/2018

A. Conditions of Learning

State Priority: Basic

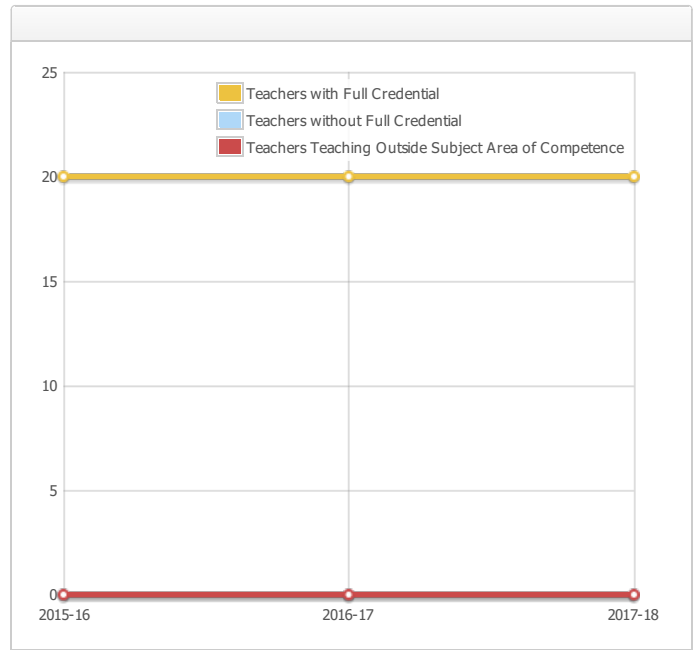
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	20	20	315
Without Full Credential	0	0	0	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

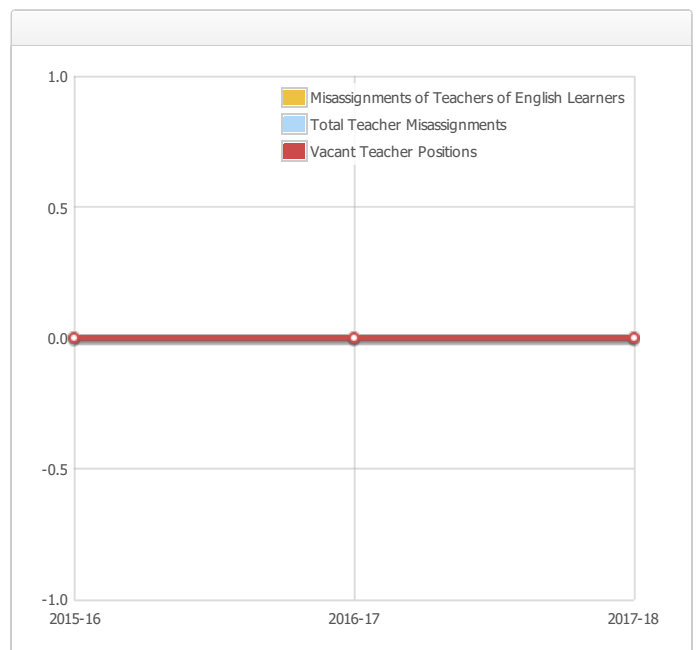


Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

DATA PENDING - INFORMATION FORTHCOMING

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Integrated ELA 1 My Perspectives 9th</p> <p>Integated ELA II My Perspectives (10th Grade Level) Pearson</p> <p>Integrated ELA III My Perspectives (American Literature) Pearson</p> <p>Integrated ELA IV My Perspectives (BRITish & World Literature) Pearson</p> <p>Integrated ELA III My Persectives - American Lit. (11th Grade)</p> <p>Integrated ELA IV My Perspectives - British Lit. (12th Grade)</p>	Yes	0.0 %
Mathematics	<p>Integrated Mathematics II - Pearson</p> <p>Integrated Mathematics III - Integrated Math III</p> <p>PreCalulus - PreCalculus 7th Edition - Pearson</p> <p>Discrete Mathematics - Pearson</p>	Yes	0.0 %
Science	<p>Environmental Biology - -Glencoe & Environmental Science - Pearson</p> <p>Physics - Pearson</p> <p>Chemistry - Chemistry 5th Edition</p> <p>Neuroscience - Biopschology - Pearson</p>	Yes	0.0 %
History-Social Science	<p>Human Geography - Geography - Houghton Mifflin Harcourt</p> <p>World History Modern World History</p> <p>United States History - American Nation In the Modern Era - Houghton Mifflin Harcourt</p> <p>American Govern/ Economics - American Government -Pearson & Economics - Pearson</p>	Yes	0.0 %
Foreign Language	<p>Spanish Level 1 - Realidades 1 -Pearson</p> <p>Spanish Level 2 - Realidades 2 -Pearson</p> <p>Spanish Level 3 - En Espanol - Houghton Mifflin Harcourt</p>	Yes	0.0 %
Health	No Health Course textbook		0.0 %
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.

School Facility Conditions and Planned Improvements

DATA PENDING - INFORMATION FORTHCOMING

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition.

In August of 2012, International Polytechnic High School moved into a new, state-of-the-art, two story building located at 3851 W. Temple Avenue. The \$24 million facility provides individual classrooms for all teachers, plus an additional administrative classroom for shared use with Cal Poly Pomona. A multi-purpose room that accommodates over three hundred students includes a stage, professional lighting, cutting-edge audiovisual system, and handicap access. Funding for the building, landscaping and its furnishings was done through a California State Grant. The new facility has been routinely inspected since ground was first broken, and continues to be inspected as different components are completed and/or modified, as occupancy requires.

Last updated: 2/1/2018

School Facility Good Repair Status

DATA PENDING - INFORMATION FORTHCOMING

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Vents or surrounding areas are dirty. Dirty around air vents. - Resolved
Interior: Interior Surfaces	Good	Walls have damage from cracks, tears, holes, or water damage. Near entry and water fountain- Resolved Carpeting is damaged or stained- Resolved Peeling, Chipping paint on ducts, ceiling and pipes- Resolved
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Excessive clutter or trash -Resolved Evidence of birds, nests, droppings, etc. ---Resolved
Electrical: Electrical	Good	Lighting Fixture or bulbs are not working or missing.
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	WINDOW MOLDING FALLING- RESOLVED

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	96%	93%	40%	42%	48%	48%
Mathematics (grades 3-8 and 11)	63%	50%	27%	28%	36%	37%

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.

Last updated: 2/1/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	144	100.00%	93.06%
Male	71	71	100.00%	88.73%
Female	73	73	100.00%	97.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	17	17	100.00%	94.12%
Filipino	--	--	--	
Hispanic or Latino	89	89	100.00%	95.51%
Native Hawaiian or Pacific Islander				
White	16	16	100.00%	87.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	52	52	100.00%	94.23%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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: 2/1/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	144	100.00%	50.00%
Male	71	71	100.00%	61.97%
Female	73	73	100.00%	38.36%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00%	64.71%
Filipino	--	--	--	--
Hispanic or Latino	89	89	100.00%	39.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00%	62.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00%	40.38%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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: 2/1/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	94.0%	87.0%	32.0%	37.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

CAREER TECHNOLOGY EDUCATION (CTE) IPoly offers two UC-approved CTE courses: Video Production and Digital Photography. Students who complete the required number of hours and assignments earn a CTE certificate of completion. Both courses meet twice a week. Parents/guardians shall pick up students promptly after CTE classes, as supervision is not provided once the class is dismissed. Students should wait at the Cal Poly Library if a parent/guardian is unable to pick him/her up promptly. UC Approval/State Standard Alignment: CTE courses align and/or incorporate the CTE model Curriculum Standards in addition to following the Career Technical Education Framework for California Public Schools. These courses, at IPoly, are also UC approved in the Visual Performing Arts (VPA) in the 'F' category.

CTE Course Descriptions:

Digital Photography 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 by students in both technical and aesthetic terms of improvement to communicate ideas more effectively through photography.

Video Production trains students to obtain entry-level positions within the film and video production industry. Training is provided in concepts and principles used in film and video production. Students learn 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 techniques of editing. Through required organized school/district productions, such as campus events, students receive training under the supervision of their instructor. This course can be taken at level 1 and level 2, thus completing our CTE Arts, Media Design pathway.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

DATA PENDING - INFORMATION FORTHCOMING

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	16.7%	31.5%	35.2%

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.

Last updated: 2/1/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

DATA PENDING - INFORMATION FORTHCOMING

The 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. Each Principal Administrative Unit has one or two Parent Liaisons who lead all parent involvement activities at the PAU's. Each PAU schedules a workshop/class/talk for parents every other week, a total of 2 per month. In 2016-17, more than 1,500 families participated in such learning opportunities. Additionally, LACOE hosted the Annual Parent Conference, on April 1, 2016, in collaboration with local colleges and universities. 111 participants attended a keynote session and workshops.

Additionally, IPoly has several ways in which parent/caregivers may become involved in the school and educational process. These include school activities, 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. Bi-monthly, 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 will hold a 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 showcase and public component of each interdisciplinary project.

State Priority: Pupil Engagement

Last updated: 2/1/2018

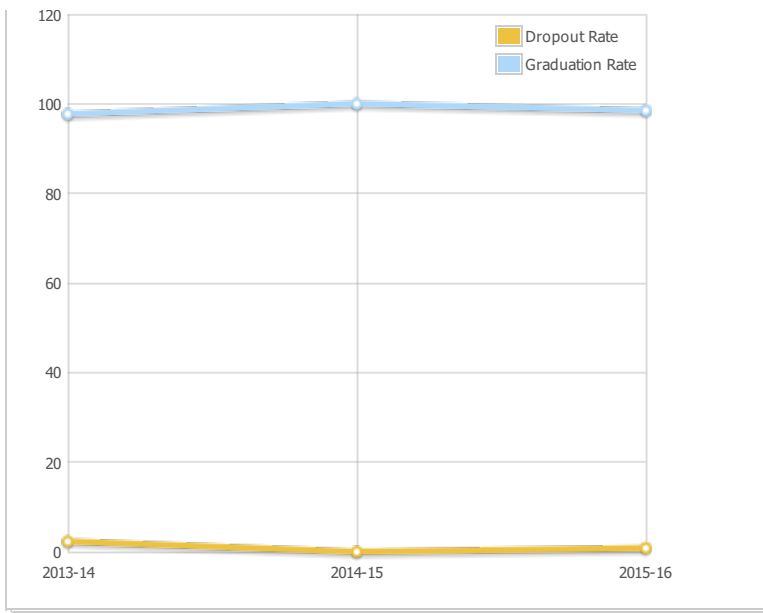
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.3%	0.0%	0.8%	51.4%	56.0%	36.1%	11.5%	10.7%	9.7%
Graduation Rate	97.7%	100.0%	98.5%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	98.5%	64.4%	87.1%
Black or African American	100.0%	55.5%	79.2%
American Indian or Alaska Native	100.0%	91.7%	80.2%
Asian	100.0%	74.4%	94.4%
Filipino	100.0%	90.5%	93.8%
Hispanic or Latino	98.7%	64.4%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	94.7%	70.3%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	67.5%	85.5%
English Learners	100.0%	38.9%	55.4%
Students with Disabilities	100.0%	36.2%	63.9%
Foster Youth	0.0%	39.9%	68.2%

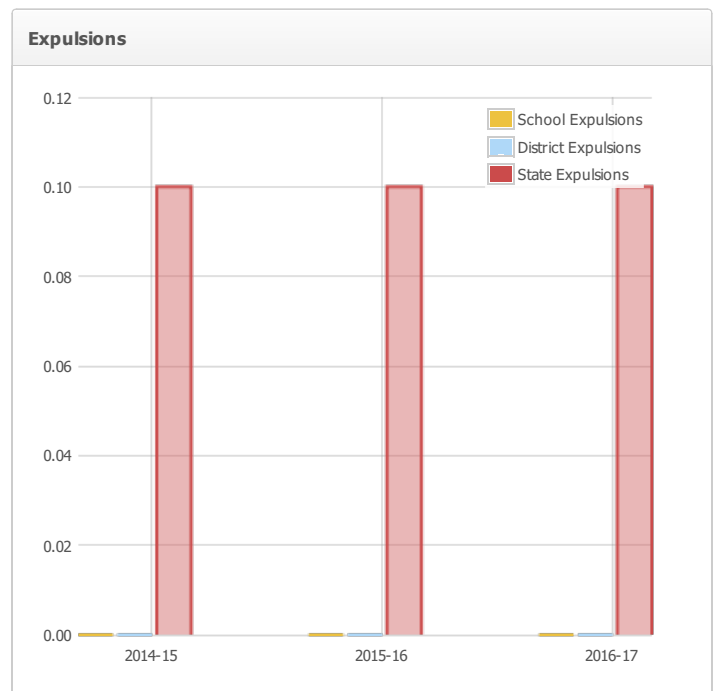
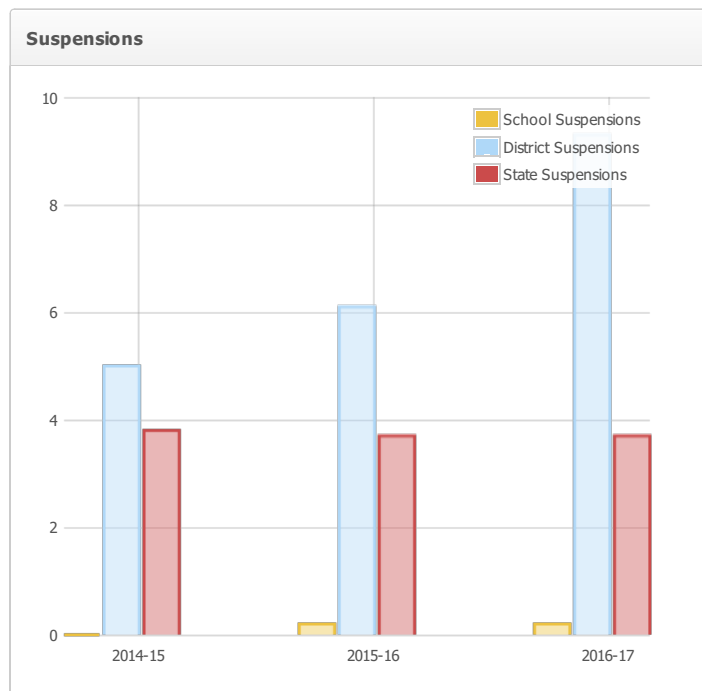
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.2%	0.2%	5.0%	6.1%	9.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

DATA PENDING - INFORMATION FORTHCOMING

A comprehensive school safety plan is in place. It is revised and reviewed annually by staff, parents and other stakeholders during the the of January, February and March. The updated plan is completed and submitted to the Los Angeles County Office of Education in January of each year.

The School Safety Plan has the following key elements:

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

- I-Poly's small learning community and close coordination with Cal Poly Pomona promote a safe and nurturing learning environment. The school's safety procedures are reviewed annually by the Cal Poly Pomona Safety Coordinator. Campus police are available to assist I-Poly in emergency situations.

Last updated: 2/1/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	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).

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.0	2	4	29	33.0	2	4	29	35.0	0	2	31
Mathematics	34.0	1	4	29	35.0	0	4	21	35.0	0	2	23
Science	34.0	0	6	27	35.0	0	4	29	35.0	0	2	31
Social Science	35.0	0	0	25	35.0	0	4	29	35.0	0	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.

Last updated: 2/1/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

DATA PENDING - INFORMATION FORTHCOMING

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	540.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	7.0	N/A

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

*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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

DATA PENDING - INFORMATION FORTHCOMING

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7502.0	\$66.0	\$7436.0	\$80952.0
District	N/A	N/A	\$15866.0	\$92682.0
Percent Difference – School Site and District	N/A	N/A	-72.4%	-13.5%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	12.3%	14.6%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, IPoly receives state and federal funding for the following categorical funds and other support programs:

- Career Technical Education
- Lottery Restricted and Unrestricted funds

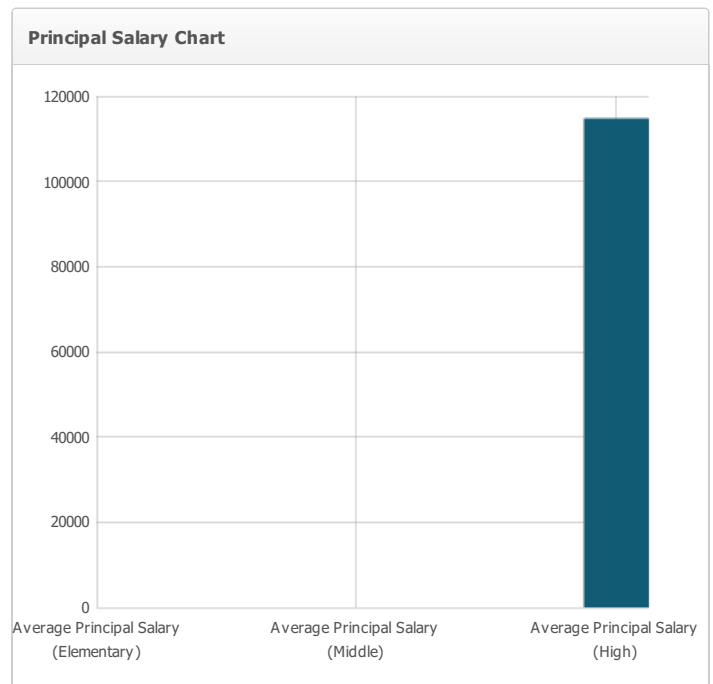
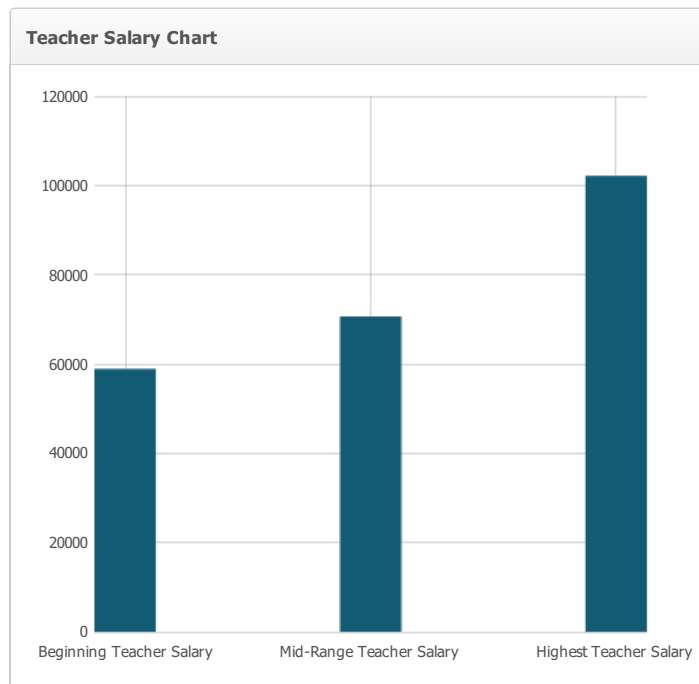
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

DATA PENDING - INFORMATION FORTHCOMING

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,873	--
Mid-Range Teacher Salary	\$70,610	--
Highest Teacher Salary	\$102,113	--
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$114,768	--
Superintendent Salary	\$	--
Percent of Budget for Teacher Salaries	0.0%	--
Percent of Budget for Administrative Salaries	0.0%	--

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



Last updated: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	0.0%

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

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

Last updated: 2/1/2018

Professional Development**Los Angeles County Office of Education**

Educational Programs 2017-2018 Professional Development Plan

Educational Programs is taking an innovative approach to support our school sites and teachers in their continuing education of best practices and strategies that are aligned to the LCAP Goals and Objectives that are aligned to the division's Instructional and Cultural Foci:

Instructional Foci Cultural Foci

Literacy Across the Curriculum Safe and Caring Environment

Interdisciplinary Engagement Collaborative and Inclusive Culture

Standards Based Instructional Planning

360 Data Driven Feedback

LACOE is venturing on a partnership with Curriculum and Instruction Services and Digital Promise on a competency based professional development program that will allow teachers to attain Micro-Certificates once they have demonstrated competency. The professional development process will include a foundational approach to standards based instruction in RTSA/CCS and Specialized High Schools using the following research based strategies:

- Universal Design of Learning (UDL)

- Building Educator Assessment Literacy (BEAL)
- Educational Quality through Innovative Partnerships (EQUIP)

An educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences.

Focuses on the role of performance assessment in a balanced assessment system training.

A model to analyze the cognitive expectations as required by standards; an initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS).

In an effort to ensure equity for students LACOE will also hold key learning opportunities at or PD meetings to learn about the current immigration issues facing our community from general counsel and share that knowledge to our staff, teacher, counselors, and parents.

July - August 2017

Pilot of Micro-certificate program in LACOE with a small cadre of teachers from the pilot, LACOE would like to grow the offerings to include the Instructional Foci areas which will allow for teachers to personalize their learning track to meet their needs. We will also work closely with Curriculum and Instructional Services team to continue to take advantage of the trainings available from the assessment unit, RSSDS, and the other excellent opportunities for development with our teachers.

August - Professional Development for the school sites. Build in a self-study component for areas based in 6 week spans utilizing the Professional Learning Communities (PLC) weekly meetings (Scripted for them tailor to SPED Digital Promise videos).

English Learners are tied all together make sure paras are involved

- 1st session Developing Academic Language and literacy September 5
- 2nd session Reading through a Critical lens October 30
- 3rd session Writing Through Content Areas January 2
- 4th Math Literacy and Problem Solving February 12
- 5th ELA Notetaking & Close Reading April 9

Professional Development will also occur with the Data and Assessment unit focusing on utilizing interim assessments and the use of performance tasks throughout the school year.

There will also be a focus of training for designated and integrated English Language Development training that will meet the needs of the English Learner population. The EL coordinator will be working directly with sites to enhance the foci areas with EL support strategies across DSP and DSE. ELPAC

The Principals and Assistant Principals will continue to receive support and guidance as we continue to build capacity with our administrative team.

Last updated: 2/1/2018