

International Polytechnic High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	International Polytechnic High School
Street	3851 Temple Ave.
City, State, Zip	Pomona, CA 91768-2557
Phone Number	(909) 839-2320
Principal	Mrs. Ginger Merritt-Paul
Email Address	paul_ginger@laoe.edu
School Website	https://www.ipolyhighschool.org
Grade Span	9-12
County-District-School (CDS) Code	19101991995869

2024-25 District Contact Information	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Dr. Debra Duardo
Email Address	duardo_debra@laoe.edu
District Website	https://www.laoe.edu

2024-25 School Description and Mission Statement
<p>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 462 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).</p>

2024-25 School Description and Mission Statement

IPoly High School 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 wide 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, students must take entrance assessments 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 High School 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 High School'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. Both formally and informally, students attest to the significance of their learning and the connections that are made to the real world.

IPoly High School has received several prominent awards, including the 2024 and 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. Additionally, IPoly High School was awarded the 2015 Gold Ribbon Schools Program Award. Additionally, IPoly was awarded Best High Schools in California 2017, 2018, 2019, 2020, 2022, 2023, and 2024 and was included in the Best High Schools National Rankings in 2018, 2020, 2021, 2022, 2023, and 2024 from the US News and World Report. Most recently, the 100% of the graduating class of 2024 earned the California State Seal of Civic Engagement.

IPoly High School'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 ready. The Academic Program "Learning while producing" is 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

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.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	116
Grade 10	130
Grade 11	123
Grade 12	129
Total Enrollment	498

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53.8
Male	45.8
Non-Binary	0.4
American Indian or Alaska Native	0.2
Asian	11.2
Black or African American	3.2
Filipino	11.6
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	6.6
English Learners	1.2
Homeless	1
Socioeconomically Disadvantaged	31.5
Students with Disabilities	4.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	94.26	314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	5.69	139.00	26.27	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	20.20	3.82	18854.30	6.86
Total Teaching Positions	21.00	100.00	529.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	84.87	327.80	57.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	27.10	4.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	40.80	7.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	12.05	137.00	24.16	11953.10	4.28
Unknown/Incomplete/NA	0.70	3.08	34.10	6.03	15831.90	5.67
Total Teaching Positions	22.70	100.00	567.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	78.15	308.40	61.53	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	30.90	6.17	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.39	84.10	16.78	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	17.46	64.10	12.80	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.60	2.71	14303.80	5.15
Total Teaching Positions	22.70	100.00	501.20	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.20	2.70	3.9
Total Out-of-Field Teachers	1.20	2.70	3.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives (9th Grade) My Perspectives (10th Grade) My Perspectives (11th Grade) My Perspectives (12th Grade)	Yes	0%
Mathematics	Big Ideas/ Integrated Math II Big Ideas/ Integrated Math III PreCalculus 7th Edition - Pearson Discrete Math- Pearson	Yes	0%
Science	CA/The Living Earth - Dis Edu Sci Techbook CA/Phy of the Uni - Dis Edu Sci Techbook CA/Chem in the Earth Sys - Dis Edu Sci Tbk Biopsychology - Pearson	Yes	0%
History-Social Science	Geography - Houghton Mifflin Harcourt Modern World History - Pearson Amer Nation in the Modern Era - Pearson Amer Govt - & Economics- Pearson	Yes	0%
Foreign Language	Realidades 1 - Pearson Realidades 2 - Pearson En Español 3 - Houghton Mifflin Harcourt	Yes	0%
Health	Teen Talk Curriculum	Yes	0%

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

School Facility Conditions and Planned Improvements

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. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "Good" with a rating of 99.40%.

Year and month of the most recent FIT report				October 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cluttered classroom
Electrical			X	One light not working. Broken floor outlet cover. Two lights not working. Loose light cover. Loose light cover in storage room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Various areas of cracked and damaged deck and stair coating on 2nd floor.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace damaged umbrella shade in art/utility yard. Pencil broken off in west door. Broken chain on window blinds. Inoperable. - Resolved. Damaged coating on multiple exterior tables and benches.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	86	86	38	44	46	47
Mathematics (grades 3-8 and 11)	52	39	24	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	118	98.33	1.67	85.59
Female	69	67	97.10	2.90	86.57
Male	51	51	100.00	0.00	84.31
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	87.50
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	90.00
Hispanic or Latino	69	68	98.55	1.45	82.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	86.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17	0.83	38.66
Female	69	68	98.55	1.45	36.76
Male	51	51	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	62.50
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	60.00
Hispanic or Latino	69	69	100.00	0.00	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	32.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.48	44.67	35.14	34.16	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	250	244	97.60	2.40	44.67
Female	140	135	96.43	3.57	42.96
Male	110	109	99.09	0.91	46.79
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	59.26
Black or African American	--	--	--	--	--
Filipino	34	34	100.00	0.00	58.82
Hispanic or Latino	151	148	98.01	1.99	37.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	18	90.00	10.00	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	79	98.75	1.25	31.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2023-24 Career Technical Education Programs

IPoly Career Technical Education (CTE) courses provide students with the opportunity to explore potential careers while developing modern and in-demand technical and soft skills needed to be successful in post-secondary college and/or career. IPoly High School's Career and Technical Education (CTE) courses are aligned with California Department of Education Career Technical Education Model Curriculum Standards and are integrated into the student's academic plan as elective courses.

Our CTE Department offers vocational and college preparatory courses to all students in grades nine through twelve. All CTE courses can be taken for practical arts credit and many are also UC approved for fine arts credit UC/CSU "F" credit and now "G" credit. CTE courses fall within our one pathway offered, Design, Visual and Media Arts. During the 2021-2022 school year, IPOLY High School offered one CTE course in this pathway (Graphic Design) and during the 2022-2023 school year we added a second course (Graphic Communications), which are taught by two part-time CTE teachers. During our 2023-2024 school year, we offered one CTE course taught in this pathway (Graphic Design).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	92.37

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97	97	97	97	97

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

As a commuting school, our primary avenue of communication is through ParentSquare. Each week we send a weekly Parent Newsletter with all the active links and information for connection and information for upcoming parent school events. 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 as well. 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 volunteers are encouraged to support IPoly High School at all events. PTSA is actively engaged in fundraising for the school. The academic counselors also use Naviance, an online college platform to communicate to parents. Additionally, each semester we have begun holding grade level town halls for parents. These online events are organized to share all the resources the school has to offer families in addition to communicating to parents what they can expect in the coming semester in terms of academics. In addition, these also 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 and the college 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 showcase and public component of each interdisciplinary project.

IPoly High School uses the Parent Square communication platform/app. This has allowed us to communicate very successfully with parents and allows us to monitor who has seen the communications. IPoly High School continues to update the IPoly website with current information for the public. Please visit ipolyhighschool.org. IPoly High School continues to explore ways to better communicate with our stakeholders.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.6	0.0	4.8	13.4	13.8	14.4	7.8	8.2	8.9
Graduation Rate	95.4	98.9	95.2	72.7	77.2	75.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	124	118	95.2
Female	69	64	92.8
Male	55	54	98.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	79	76	96.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	12	10	83.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	54	51	94.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	500	42	8.4
Female	272	269	31	11.5
Male	233	230	11	4.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	57	2	3.5
Black or African American	16	16	1	6.3
Filipino	59	59	2	3.4
Hispanic or Latino	321	317	32	10.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	1	6.7
White	34	32	4	12.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	163	162	17	10.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	22	22	1	4.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.21	0	1.38	4.48	5.74	6.26	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.02	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	0.37	0.00
Male	2.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.75	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

An update to the School Safety Plan was drafted, reviewed and approved by the Shared Decision-Making Council in January of 2025. 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 High

2024-25 School Safety Plan

School 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. Once the plan is approved by the County Board of Education, 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), Family Reunification Plan, 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, and provisions of any school wide dress code.

This 2024-2025 school year, our Safety Planning Committee has met four times in the fall to revise our disaster drills and procedures, update the plans, and lead meetings with the whole staff to review updated procedures then conduct drills. The team is collaborative and works together to ensure needs are being met and concerns are heard and addressed in order to maintain a school that is a safe, clean, and orderly place that nurtures students both academically, as well as social-emotionally. IPoly High School has a culture that is characterized by trust, professionalism, and high expectations for all students and staff. 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. With the onset of the pandemic, safety protocols were implemented, and we continue to follow health and safety guidelines, including the OSHA/CPP and CPVID 19 Protocols for PreT-K12 Schools. These plans are also living documents that are updated as the California Department of Health updates their COVID protocols.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	15	13
Mathematics	24	21	21	13
Science	27	9	14	13
Social Science	26	10	15	13

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	12	17
Mathematics	25	19	14	16
Science	29	8	12	16
Social Science	29	8	11	18

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31		28	7
Mathematics	27	7	31	9
Science	28	4	27	6
Social Science	29	3	27	6

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	249

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,850	2,112	13,738	91,941
District	N/A	N/A	25,140	
Percent Difference - School Site and District	N/A	N/A	-58.7	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	24.2	

Fiscal Year 2023-24 Types of Services Funded

A wide variety of services are provided to students based on individual needs. For example, IPoly High School 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 to provide tutoring and additional support for students. All students are offered breakfast and lunch under our universal meal program. Two academic counselors are available for students, in addition to a social worker and two mental health interns. IPoly High School also has staff who make up an Instructional Support team and help identify students needing additional support on our multi-tiered system of support (MTSS) either academically, social emotionally, or with attendance. Beginning in the 2016-17 school year, we added staff to be able to present 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. Since that time, we have continually looked at developing our concurrent college enrollment program and had 86% of the class of 2024 eligible seniors taking a college class while enrolled at IPoly.

Because of COVID, funds were marked for helping with the social-emotional needs and mental health of students. As a result of these funds, IPoly High School hired a full-time social worker and an Equity and Access Coordinator.

- Other types of services/programs funded include:
- Paraeducators
 - Tutoring
 - Naviance
 - Education Specialist
 - Academic Monitor
 - Google Enterprise
 - One to One
 - DigiCoach
 - Math and English IXL
 - NWEA

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
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		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Division of Student Programs provides administrators, support staff, Paraeducators, and teachers with evidence-based professional learning opportunities that address the social, emotional and academic goals of all students, as indicated by assessment data results. Educators participate in professional learning designed to be on ongoing and embedded in best practices that are aligned with the LCAP goals and objectives, which are aligned to the instructional and cultural foci.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development			
Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2