



INTERNATIONAL POLYTECHNIC HIGH SCHOOL

SELF-STUDY REPORT

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Pomona, CA

May 6-8, 2024

ACS WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition



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Introduction

The history and background of the school

Located on the campus of California State Polytechnic University, Pomona (CPP), International Polytechnic High School (IPoly High School) is a specialized secondary college prep public 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 approximately 500 students. Opening its doors in 1993, the Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona and is affiliated with the College of Education and Integrative Studies (CEIS). IPoly has also been recognized as a California Distinguished school on several occasions with the most recent being 2024 California Distinguished School Award for Exemplary Performance.

IPoly's Vision: 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 Mission: 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.

The 6 C's

IPoly has developed 6 core values that are the building blocks of our community and the focus of our students' projects. The 6 C's are:

Develop **C**reativity

Think **C**ritically

Communicate **E**ffectively

Work **C**ollaboratively

Embrace **C**ulture

Demonstrate **C**haracter

The Six C's are interwoven in our school culture, and are referred to throughout this self-study.

Diversity, Equity, and Inclusion

During the 2021-2022 school year IPoly hired a senior program activities specialist (Equity and Access Coordinator) to begin the work at the site level to focus on equity, access and inclusion. Over the last three years, the goal was to help build a school culture that honors diversity and identifies ways students can take advantage of educational opportunities both at school and in the community. This effort has resulted in workshops being developed and implemented at each grade level, student-led diversity groups, professional development in diversity, equity and inclusion and ongoing campus wide awareness programs. LACOE's yearly equity trainings, embedded in both professional development and the academic curriculum, have resulted in a definitive culture shift as well as mental health and wellness supports.

A description of the school programs

The unique curriculum at IPoly High School comprises interdisciplinary course work in math, science, social science, and English Language Arts, as well as courses in Spanish, physical education, and an array of electives. All IPoly students take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning. Each semester, all students must complete interdisciplinary projects and are assessed on the knowledge they have gained as evidenced in their culminating projects. All of the content academic courses are college prep and University of California, A-G approved.

Learning while “producing” is the International Polytechnic approach to education. The current curriculum consists of two semester-long projects for grades 9-11, and 1 year-long project at the 12th grade, and they are written and revised annually as necessary. Most project work is done in student teams with the exception of the senior project, which is done by individual students. Each project is constructed to include a rigorous academic curriculum, incorporating Common Core State Standards. Teachers work continually and collaboratively to update and enhance the projects through the use of common prep periods and school business days upon request in addition to summer work.

IPoly’s curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, and creativity as well as California state content standards. These 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. The essential questions drive the curriculum and the projects. 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 connections that are made to the real world. The core curriculum that every student takes meets the University of California and California State University admissions A-G course requirements. All students are required to follow a singular curricular path.

In an effort to offer IPoly students increased rigor and since our project-based learning model does not allow for Advanced Placement or International Baccalaureate courses, we have instead developed three dynamic concurrent college enrollment programs to allow our students to compare favorably with those at traditional high schools. All 10th, 11th & 12th grade students have the opportunity to take college courses each semester through our Young Scholars Program at CPP (11th & 12th grade), Dual Enrollment with Mt. San Antonio College (Mt. SAC), these courses are offered on the IPoly campus, or Special Admit Programs through any local community college. On average over 80% of graduating seniors will have completed at least one college course through the aforementioned programs. This benchmark not only shows colleges our students can successfully perform at the college level, it also gives students the confidence to succeed when entering post-secondary education.

In 2021, we began building a mental health team. The IPoly Mental Health Team strategies are part of the MTSS framework which builds student resilience and coping skills. In addition, students are supported with necessary resources to ensure the success of every student. We aim to assess mental health effects, and proactively respond to support students by providing resources to students, families, and staff. Program goals include: coordinating & providing mental health services to families and the school community; promoting early identification of students with social and/or emotional problems and providing supportive and corrective interventions; and assessing the potential mental and emotional health effects of events such as COVID-19 with students, parents, and school staff to proactively respond using trauma informed practices. The IPoly Mental Health Team has done extensive research of more than 1200 studies from major bodies of literature, including topics such as reducing risk factors, building resilience, and adolescent development and the implications of its goals to

influence increasing student engagement as measured by mental health awareness and help seeking behavior amongst students.

Collaboration for Self Study

IPoly began its self study process in the spring of 2023 as we reviewed the process of WASC. Staff chose which Focus group they wanted to be a part of after looking at the criteria. With our collaborative nature at IPoly, after leadership attended the WASC trainings and realizing there was greater flexibility in how we organized our approach to the FOL study, we determined an entirely different way to approach this self study. We determined the following:

- Each staff member was assigned a Focus Area group
- We used the Google platform to collaborate on every focus area.
- Every staff meeting/professional development, each group would meet together and collaborate on the given task. Therefore every group provided input by creating a collaborative document on each area needed for WASC.
- These collaborative documents were all shared to the entire staff on our WASC 2024 shared folder. (All groups could see all feedback).
- Every chapter in the WASC document had designated charts that all Focus Groups had access to when creating their Chapter 3 analysis.
- At meetings throughout the year, every chapter was written based on feedback from all staff, and then shared and edited by the entire staff.

Essentially, with this approach, all educational partners were able to give their input to their assigned Focus Group and every other Focus Group, thus leading to a more participatory self-study.

The collaborative nature of the process allowed the document to be created by all educational partners.

Chapter I: Progress Report

A number of significant developments have impacted IPoly since its last full WASC visit:

- IPoly changed the administrative make-up by eliminating the Dean of College Admissions position and appointing two Assistant Principals. In late February of 2024, IPoly introduced a new Assistant Principal. Prior to this, the position had been filled intermittently with part-time assistance since July of 2022. Filling this position with a permanent employee will bring added stability and capacity to the administrative staff.
- In 2021, IPoly added a full-time Equity and Access Coordinator, who directs equity, diversity, and inclusion activities and training on campus for students and staff.
- In 2021, IPoly added a full-time social worker and two part-time mental health counselors to staff.
- In response to recommendations from our last WASC visit, IPoly has implemented two systems for determining academic growth across all academic disciplines and grade levels. Through Northwest Evaluation Association (NWEA), we have implemented Measured Academic Performance (MAP) assessments in math, science and ELA to track academic growth. IPoly also implemented the IXL assessment suite in math, which allows teachers and students to identify individual strengths and areas of need and provides individualized assignments to support growth. Furthermore, we added IXL English as a pilot in 2023 but only some teachers have taken advantage of the opportunity.
- In 2022, IPoly teachers were assigned to new grade level teams. This reassignment provided teachers with an opportunity to work with a different grade level in addition to teaching a new course. This reassignment had an impact on curriculum development, grade level team meetings and school culture.
- With the passage of California Senate Bill 328, IPoly, like all other California high schools, shifted to an 8:30 am school start time. This shift had an impact on teachers' ability to prepare Project Based Learning (PBL) curriculum, as it adjusted the overall bell schedule and impacted Friday professional Development/staff meetings, shortening the time all staff was able to get together on a weekly basis.
- Since our last WASC visit, IPoly has rolled out NGSS standards in all science classes and adjusted to new resources to meet the needs of students in all four lab classes.
- In reaction to recommendations from our last WASC visit, IPoly has implemented a student interest survey that helps to drive curricular choices in its elective programs.
- IPoly has increased instructional support by adding an educational specialist to the staff, and allocating extra personnel to support the after-school tutoring programs and expanded hours (7:30 am to 8:30 am & 3:30 pm to 5:00 pm, Monday through Thursday) in our computer lab.

WASC Action Plan Goal #1: Develop systems of communication to engage all stakeholders in the success of students.

<p>Aligned with LCAP GOAL #1: Engagement</p>	<p>All students in Educational Programs will have access to a comprehensive plan of innovative system that:</p> <ul style="list-style-type: none"> - Promote active parent involvement through surveys, school committees, site based workshops & staff development as it relates to parent involvement - Increase student success and achievement by working with stakeholders, including partner agencies, to maximize engagement - Increase the percentage of students who complete high school through strategic review of student data
<p>How the school will Evaluate the Progress of this Goal:</p>	<ul style="list-style-type: none"> ● Recruitment Data shows alignment with new policies in place. ● Staff is given the opportunity to participate in the Entrance Assessment proctoring ● Staff and Faculty create a joint committee to assess all applicants ● New website is launched and all teachers have an active teacher page, calendar and assignment dropbox. ● Parent Surveys show at least a 10% decrease in parents feeling like they want the school to communicate more with them regarding the progress of their child. ● A tracking system is put in place in Aeries to alert all teachers to students on the Watch List

Summarize progress on each section of the current schoolwide action plan:

- In 2021, IPoly implemented Aeries ParentSquare, which is in use daily. ParentSquare allows IPoly to more efficiently communicate with students and parents regarding important daily and weekly announcements regarding school events, deadlines and issues.
- In 2019, IPoly teachers all began to use Google Classroom. All teachers on campus use this tool to communicate with students and parents and organize assignments, grades, and deadlines. The use of Google Workspace has increased overall grade level team collaboration and increased grade level project collaboration.
- In 2019, Google Chat was introduced to the IPoly campus. Teachers, staff and students now use Google chat as a way to foster enhanced communication between all stakeholders.
- Staff are invited to participate in the Entrance Assessments whether it be proctoring of math assessment or participating in small group interviews. The math team is included in evaluating all entrance math assessments and rewrote the math entrance assessment for the 2024 school year. In 2019, not only was staff invited to participate in the Entrance Assessment proctoring but the entire process has been revamped to include a variety of staff. The entire admissions process includes but is not limited to an Admission Committee made up of administration, teachers and classified staff. Each application is evaluated by two committee members while the math department scores and provides feedback on assessment. Other reviewing staff can include a social worker to address any potential social-emotional needs, counselors for any academic questions and grade level teams to consider student strengths and fit.
- In 2019 an MTSS (Multi Tiered Student Support System) was developed to track, evaluate and support students. Through the use of a weekly Wellness Report run from the Aeries database, administrators, counselors, academic monitor and social workers are able to conduct weekly meetings to discuss student needs and follow-up procedures to address the need. This information is able to be inputted by teachers, counselors, administrators, the social worker and serves as a communication tool between teachers and support team. It allows teachers to communicate classroom or daily noticeable needs and for MTSS team to

communicate follow up steps. We still need to develop a consistent system to receive monthly feedback to all teachers in a grade level for every student in their grade.

- IPoly has continued to make an effort to effectively communicate with parents across a broad spectrum of platforms. The use of Parent Square, has allowed administrators, counselors, the school nurse and other staff to communicate with parents and students regarding a variety of topics from public health to upcoming events.
- Grade level town halls each semester have allowed for greater communication with parents/guardians regarding the current status of student projects, daily activities and expectations for the current semester.
- Parents have Aeries and Naviance accounts and can check the progress of students and communicate with teachers. Furthermore there are also quarterly parent mixers that allow parents and staff to connect and have informal conversations regarding any number of topics. Additionally, monthly PTSA meetings inform parents about projects and upcoming events. We have been able to layer multiple levels of communication across various staff in order to provide the most up-to-date information and greatest level of support.
- We continue to develop the website to better serve the needs of current and prospective students and families. Survey Monkey streamlined the online application process for families and for application reviewers. Recruitment information both printed and digital, continues to be distributed to partner schools both in English and Spanish as indicated by local demographics and language data. The Admissions and Outreach Coordinator attends several recruitment events each year to further inform the public of IPoly and the programs offered. The Admission Committee also hosts information sessions five times a year at IPoly.

Impact on Students:

The rollout of ParentSquare, Aeries Wellness Report, Google Classroom and Google Chat has drawn the IPoly campus closer together. Students find it easier through Google Classroom to access assignments and deadlines and curricular materials for each of their classes. Parents are better able to monitor what is happening in each of their students' classes. With ParentSquare, parents have more communication and access in their primary language. In addition all the communication remains on a dashboard so it can be accessed throughout the year. Our data shows that we have 99% of engagement with parents' use of ParentSquare. This year we have made over 295 posts which can be delivered by text or phone if the parent opts to receive notifications in this manner. Access to Google Chat has afforded students much more access to their peers and their teachers for instructional support and academic collaboration.

WASC Action Plan Goal #2: All students will be college and career ready.

Aligned with LCAP GOAL #3: Pupil Outcomes	Educational Programs will continue to monitor a comprehensive plan of innovative systems that include refined metrics to measure the achievement of all students and universal use of the electronic Site Data Plan to guide the decision-making process in order to raise academic excellence
How the school will Evaluate the Progress of this Goal:	<ul style="list-style-type: none"> • IPoly will maintain above 98% of students being College and Career Ready as deemed by the state indicator. • IPoly will maintain at least 98% graduation rate. • IPoly will increase the percentage of students moving into the proficiency indicator on CAASPP mathematics and maintain above a 90% proficiency rate for English

Summarize progress on each section of the current schoolwide action plan:

- IPoly has made some progress in moving students upward in CAASPP proficiency in both ELA and mathematics. 82% of students met or exceeded proficiency in CAASPP English in 2021, and 86.4% met or exceeded in 2023. 50% of students met or exceeded proficiency in CAASPP mathematics in 2021, and 52.41% met or exceeded proficiency in 2023. Students will take CAASPP assessments in April of 2024, and the IPoly community is targeting another 2% rise in this metric.
- IPoly has maintained a 98% graduation rate since its last WASC cycle.
- The State of California College and Career Indicator (CCI) reports that nearly 98% of 2023 IPoly graduates were prepared for a post-secondary college or career experience.

Impact on Students:

The IPoly community is proud of its record of success in this area. While we have room for improvement in raising math achievement scores and in expanding IPoly students' opportunities for placement in private universities, most of our students at this time head to CSU, UC and California Community Colleges—the fact is that students who enter IPoly can be reasonably assured that they can achieve their post-secondary goal.

WASC Action Plan GOAL #3: Develop a system of assessments to guide instructional learning.

Aligns with LCAP GOAL #3: Pupil Outcomes	Educational Programs will continue to monitor a comprehensive plan of innovative systems that include refined metrics to measure the achievement of all students and universal use of the electron Site Data Plan to guide the decision-making process in order to raise academic excellence
How the school will Evaluate the Progress of this Goal:	<ul style="list-style-type: none"> • IPoly will administer English and Math SBAC IABs in each grade level and analyze the results to inform instruction • IPoly will create a tracking system for grade-level semester projects. • IPoly will incorporate CCSS assessment type questions into each department at the unit level.

Summarize progress on each section of the current schoolwide action plan:

- IPoly contracted with NWEA in 2021 to provide MAP assessments in English language arts, and math at all grade levels. In 2023 we added science as an area of assessment. Assessments are administered a year, and the results allow grade-level teams to monitor students' academic progress as well as giving teachers and students predictive feedback regarding future CAASPP performance. Since MAP initial implementation, IPoly has expanded its use. Twice annual assessments were given for the first time in the 2023-2024 school year. Staff is excited to work regularly with the anticipated data.
- In 2021, IPoly also contracted with IXL to provide targeted assessments in math and science. IXL's assessment suite accurately identifies students for intervention, benchmarks students against key strands in math and English, and provides detailed data to support teachers' daily instruction. As with MAP assessments, IXL was fully implemented in math and science classes in the 2023-2024 school year.
- Before the 2023-2024 school year, teachers were provided with additional time during the summer to review grade level projects in order to assure alignment to content standards. Revisions were made to all grade-level projects as a result of this effort.

Impact on Students:

As the majority of these interventions have been piloted and are now only being implemented with fidelity over the current school year, it is difficult to assess the exact impact. The additional time provided to teachers to adjust grade-level projects has resulted in projects that are more closely aligned with content standards, and have provided students with some new opportunities to collaborate with peers. We acquired NWEA in order to be able to have assessments that can measure growth on a yearly and bi-annual basis. Teachers had difficulty accessing reports due to a complex master schedule and rostering. More professional development is needed to be able to navigate the system to get all the benefits as it also aligns with our IXL program and can help drive department scope and sequence and we strengthen our curriculum moving forward. As of this spring, we now have data that follows our students and departments. Beginning with math, we have begun to analyze the data so it can help drive programmatic decisions. IXL was acquired for our math department to help students acquire skills to fill the gaps in their math knowledge and we instituted a plan across all four grade levels. The math department recently identified the benefit of aligning the NWEA and IXL to work in conjunction and are developing procedures as a department so that the results of these programs can be used to directly benefit teachers' instructional decisions and their curricular choices.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan.

All growth areas for continuous improvement are in the schoolwide action plan.

Chapter 2: School Profile and Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

1. [Enrollment Data](#)

Current Data Trends:

- IPoly has had a consistent overall enrollment over the past 6 years with only slight increases and decreases.
- Our students come from all four counties in Southern California and 44 cities with the five top cities being Pomona, West Covina, Covina, Ontario, and La Puente.
- Our ethnic distribution closely mirrors the averages in those top five cities.
- The largest ethnic subgroup is Hispanic at 62.3%.
- Over 27.3% of our student population is considered socioeconomically disadvantaged.
- Over the past six years, we have had a steady population of 1% of students who are identified EL but about 20% of students who are RFEP and monitored during their years at IPoly.

Analysis: We serve a large population of students who are from diverse backgrounds. We also serve a substantial population of students who are socioeconomically disadvantaged, 27.3% of our school. In order to better serve our community, we have put time and effort into building relationships with our students. IPoly created themes for the last two years, connectedness and belonging, along with IBelong, a program that layers social emotional learning and our vision and mission of the 6 C's. Building connection amongst staff, students, and parents has been a focus for the last three years. Knowing where our students come from and what they value helps us create a safe learning environment and build trust among our students and families.

Student Performance Data

1. Link to [CA School Dashboard Summary](#)
2. [CAASPP- English Language Arts](#)
3. CAASPP Detail Report [ELA](#), [Math](#) (3 years)
4. [CAASPP 6 Year State to IPoly Comparison Report ELA](#)

Current Data Trends:

- Over the last three years students have increased their overall ELA proficiency to 86.4%
- 88% of RFEP kids meet/exceeded expectations for ELA
- ELA students that met/exceeded is well above the state
- Our socioeconomically disadvantaged group performs well above the state average in met/exceeded in ELA
- RFEP group performs well above state average in met/exceeded
- Reading and Writing continue to significantly improve
- Listening remains consistent but still requires significant improvement
- Research and Inquiry fluctuates but requires significant improvement

5. [CAASPP- Mathematics](#)
6. [CAASPP Detail Report](#) (3 years)
7. [CAASPP 6 Year State to IPoly Comparison Report Math](#)

Current Data Trends:

- Math students that met/exceeded is well above the state and slightly increasing over the last three years at 52.41%
- Socioeconomically Disadvantaged group performs well above the state average in met/exceeded in math
- State data in math for met/exceeded is trending down while our 3 year average is trending up
- RFEP group performs well above state average for met/exceeded in math

Analysis: In CAASPP ELA, we have seen a positive movement from every band resulting in an overall increase in our met and exceeded percentage to 86.4%. As seen in the Detail Report of ELA CAASPP, our English Department has taken great strides in impacting reading comprehension and writing skills to prepare students for their future endeavors. In the two CAASPP subgroups of Listening and Research & Inquiry, a large percentage of students 70% and 56% remain near standard and have not moved to the next band. Integration of RFEP kids into mainstream ELA classes has greatly improved English speaking skills. Math students continue to increase slightly in their overall proficiency with CAASPP as it relates to standard Met or Exceeded but the percentage of students of NotMet has increased. Students that are struggling are having a harder time. IPoly has tried a variety of support systems but we need to explore ways to scaffold in the classroom and provide alternate support systems that are not “people” dependent.

8. [NWEA: Reading 2023 Achievement: All grades](#)
9. [NWEA: Language Use 2023 Achievement: All grades](#)
10. [NWEA: Math 2023 Achievement: All grades](#)
11. [NWEA: Science 2023 Achievement: All grades](#)
12. [NWEA: Math 2023 Growth Data \(1 year\): All grades](#)
13. [NWEA: Reading 2023 Growth Data \(1 year\): All grades](#)
14. [NWEA: Language Use 2023 Growth Data \(1 year\): All grades](#)

Current Data Trends:

- Beginning in the spring 2024 we can analyze growth trends in our math, Reading, and Language Use. We have just acquired science for NWEA as of 2023-2024 school year so achievement is the only report available at this time.
- Students in all grade levels average between 62nd and 68th national percentile in Reading as compared to other students in their grade on a norm based test (NWEA).
- Students in all grade levels average between 74th and 75th national percentile in Language Use as compared to other students in their grade on a norm based test (NWEA).
- Students in all grade levels average between 63rd and 74th national percentile in math as compared to other students in their grade on a norm based test (NWEA).
- Students in all grade levels average between 71st and 75th national percentile in science as compared to other students in their grade on a norm based test (NWEA).

Analysis: We acquired NWEA in order to be able to have assessments that can measure growth on a yearly and bi annual basis. The difficulty working out rostering and how our teachers can access reports with our difficult master schedule provided a few challenges in teachers being able to see the data to make long term instructional decisions. More professional development is needed to be able to navigate the system to get all the benefits as it also aligns with our IXL program and can help drive department scope and sequence and we strengthen our curriculum moving forward. As of this spring, we now have data that follows our students and departments, beginning with math, have begun to analyze the data so it can help drive programmatic decisions.

[English Learner Data](#)

- a. [CAASPP EL and RFEP](#)

Current Data Trends:

- We continue to have 1% of students who are EL at IPoly.
- Students typically are redesignated within one year of attending IPoly.
- Over the last three years, students who are RFEPd have consistently performed at a higher percentage of met/exceeded than the overall population.
- We maintain approximately 20% of our overall population as RFEP students who are being monitored on any given year.

Analysis: Even though we maintain a high percentage of students who are monitored as they are RFEPd, our data shows that they perform very well in state assessments and we do not have a concern with our English Learner population.

College and Career Preparation

1. [Students Meeting A-G Requirements](#)
2. [College and Career Readiness Indicator](#)
3. [College Retention Data](#)

Current Data Trends:

- 97.7% of students in Class of 2023 met the CCI Indicator
- Over the last three years we have increased our percentage of students meeting the A-G requirements from 83% to 93%
- Over the last three years we have increased the number of students receiving the State Seal of Merit from 45% to 66%
- We have offered a Career Fair each year that 100% of our students attend for an instructional day and during the 2023-2024 year we identified 100% of speakers/presenters to be IPoly alumni.
- Beginning in the 2022-2023 year we had seven students earn the Seal of Biliteracy
- Persistence data shows 67% of students in the class of 2016 graduating class, finished with a college degree in 6 years.

Analysis: National Clearinghouse reports data directly from the colleges and allows us to track our persistence data (the rate in which students who enter college stay in college). IPoly's data shows that students who are graduating from IPoly are prepared to enter into college and complete a college degree. Over the course of time our A-G completion rates have increased and we have added programs to support our college program. We need to continue to find ways to include career and trade based education.

Graduation Report

1. [Graduation Rate](#)
2. IPoly Graduation Class Statistics Reports Class of: [2021](#), [2022](#), [2023](#)
3. [College Retention Data](#)

Graduating Class	% of students attending 4yr	Community College	Military	Straight to Career or Other Plans	Cohort Graduation Rate	College and Career Indicator Met
2023	65	26	0	4	98.9	97.7%
2022	70	23	3	4	95.4	Not reported
2021	63	36	3	2	96.9	Not reported

Current Data Trends:

- Consistently, our cohort graduation rate remains very high at 98.9%.
- The census graduation rate of students who graduate from IPoly that were enrolled at Census Day as a 12th grade student remains at 100%.
- Graduates meeting UC/CSU requirements increased from 82.8% to 93.1%
- In the last eight years from National Clearinghouse data we show that we have consistently had 87.6% of students attending college the semester after graduating IPoly

Analysis: IPoly students complete their diplomas ready for their postsecondary endeavors. The high school completion rate remains very high even though our high school diploma graduation requirements are significantly above those of state requirements. This continues to put our students on par to complete their UC/CSU course requirements.

School Climate

1. [Suspension and Expulsion Rates](#)
2. [School Climate/Culture Report to Staff](#)
3. [CA Healthy Kids Survey Data](#) (21-22 vs 22-23)
4. [IBelong Vision and Goals](#)
5. [IPoly 2022-2023 Year End Complete MH Report](#)
6. [School Climate Report Card CHKS 21-22 & 22-23](#)

Current Data Trends:

- Very low numbers for kids reporting alcohol and drug abuse.
- By the time the students get to 12th grade they find IPoly much more engaging.
- Reports of suicidal ideation and emotional distress decreased among 10/11th graders & 11th/12th graders.
- Although optimism decreased and life satisfaction largely stayed stagnant across grade levels, those that considered suicide, experienced emotional distress, and experienced chronic sadness decreased.
- Based on trends in the data when mental health focuses on Tier 1 interventions (began in 2021 including classroom presentations, mental health awareness events and collaboration activities) we see an increase in help seeking behaviors and a decrease in suicidal ideation (84% decrease) and emotional distress. We also saw a decrease in absences tied to emotional distress.
- In 21-22, the Mental Health Team focused on decreasing mental health stigma and increasing help seeking behavior through Mental Health Awareness and Advocacy efforts. For 22-23, the focus shifted to tier 1 interventions (Partner presentations to students, staff, and parents and building systems of support) which yielded less tier 3 services (decreased from 44% of IPoly students to 29%).
- In looking at two years of CHKS data, even though we have increases in some specific areas of school connectedness, overall we still have less than one third of each grade level that do not feel connected to the school in some area.

Analysis: Overall the results of all our school climate surveys show a positive impact on learning. Students are more present and they have positive coping skills to deal with stressors overall. The student engagement in school activities helps with college preparation. The integration of a permanent mental health program at IPoly has greatly reduced mental health concerns among students. IPoly has implemented a new attendance policy during the last school year but more work needs to be done on exploring how to reduce tardiness. IPoly has increased the opportunities for parent engagement in the last two years and PTSA has become very active. We have created activities that parents can come to school including parent mixers, participation at PBL events in addition to adding a few teacher parent after school events. Even though we have continued to survey parents and staff and implemented IBelong weeks on a monthly basis, we need to continue to develop activities that foster positive interaction between students, staff and parents.

Attendance Data

1. Chronic Absenteeism

Current Data Trends:

- Chronic absenteeism has decreased over the last couple years.
- Unexcused absences has dropped significantly from a high of 44.1% in 2020-2021 to 7.1% as of 2023-2023
- Over the previous 3 year period as reported, IPoly has had 0 suspensions.

Analysis: Overall our attendance rate remains high at an average of 96%. This is a drop of two percentage points since before COVID-19 remote learning. IPoly has implemented a new Attendance policy during the last school year but more work needs to be done on exploring how to reduce tardiness. The drop in unexcused absences has been the direct result of a new procedure where each absence is verified by phone. There has been an increase in parents taking students on extended vacations, an excess of three days from school, which has directly impacted the project based learning program of all students.

Additional information on staffing, professional development, school safety, facilities, and more can be found on our SARC

Major Preliminary Student Needs

- Students are struggling in major areas of English especially in listening and research and inquiry.
- Students are struggling in major areas of math achievement, including concepts and procedures, problem solving and communicating reasoning.
- Student and parent surveys reflect the need to enhance school connectedness and outreach so that students believe that adults in the school care about their learning and about them as individuals.

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- How do we support students who are struggling in core classes, especially math, listening and research and inquiry?
- What system do we need to put in place to support analysis of growth data across all departments?
- Are there ways we can more regularly monitor our progress as we look towards building our next action plan?
- How can we increase school connectedness for all students and parents? (School culture, behavior, mental health)
- How do we build the social emotional growth of all students to lower the behavior and classroom management concerns that have appeared over the last three years?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>IPoly's mission and vision reflect the expectation that all students are expected to learn and achieve through a lens of preparing students for college and career. The 6Cs address the traits and global competencies needed for student success. These 6Cs draw upon research from the 4Cs and the Partnership for 21st Century Learning (P21) framework.</p> <p>When our 6Cs were initially created, staff revisited what our school represented, reviewed data and stakeholder surveys, and discussed what we wanted our students to achieve. Staff collectively brainstormed a list of values and traits all IPoly graduates should possess. IPoly aims to enable students to be lifelong learners, as well as productive members of local and world communities, armed with the understanding, attitudes, and perspectives to solve real-world challenges.</p> <p>IPoly 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 • Demonstrate Character</p>	<p>LACOE's Strategic Plan 2022-2025</p> <p>6Cs</p> <p>4C's of 21st Century Skills</p> <p>LCAP 2021-2022, 2022-2023</p> <p>Faculty Meeting (LCAP Presentation Agenda)</p> <p>IPoly Website</p> <p>IPoly School Video Display Boards</p>

<p>IPoly 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 postsecondary programs to become productive and respected leaders in a just and sustainable world.</p> <p>IPoly's 6Cs are highly visible to all partners and are posted in classrooms and common areas, published in the Parent/Student Handbook, posted on the school's website, posted on every PLC and leadership agenda, and discussed within grade level project-based learning (PBL) teacher teams. LACOE's LCAP is shared periodically with staff during spring, and also input is solicited.</p> <p>To check for understanding, IPoly systematically and routinely engages educational partners. The school does this through formal and informal discussions and interviews about student learning, behavior, or career and college readiness. No matter the educational partner group or forum (PTSA, SDMC, IEPs, SPTs, etc.), everything is framed and focused on the IPoly vision and mission. These statements provide educational partners understanding of what we want to accomplish as an institution. IPoly's vision and mission statements are distributed and presented to new families during a New Family Orientation. All educational partners receive a copy of the IPoly Handbook; incoming students and parents are encouraged to review the handbook at the beginning of the school year. In addition, freshman teachers spend time reviewing the handbook in class, effectively addressing IPoly's mission and vision statements.</p> <p>Each department incorporates the 6Cs identified in IPoly's mission statement. Department and grade level goals are tied to them. The English department focuses on student success beyond their high school career. All facets of the English curriculum at IPoly are designed to produce creative problem solvers, critical thinkers, effective communicators, and collaborative learners. The Math curriculum addresses the need to think critically, visualize outcomes, and incorporate design as a means of developing creativity. In Science, students apply the scientific method and problem solving in completing lab reports and projects at every grade level. These Course syllabi and outlines 86 IPoly High School ACS WASC/CDE Self-Study Report skills reinforce the need for critical thinking and effective communication. The Social Science department offers a standards-based program that focuses on global interconnectivity while stressing the importance of local civic responsibility. Students are expected to build connections, practice empathy and acknowledge cultural diversity.</p> <p>Summary Analysis: Staff assessment of this indicator reveals the school is effective in this area. In order to become highly effective, the school should consider revisiting the mission and Schoolwide Learner Goals more often, at least once per school year to ensure our projects and programs are aligned and clearly communicated to all partners.</p> <p>An additional challenge to pursue is to help students and families be more aware of the vision and mission of the school and continue to gain feedback on how well the school is meeting its mission and vision. The school must continue to implement innovative ways to promote parent involvement and</p>	<p>Back-to-School Night Agenda (Welcome to School Year Video)</p> <p>New Family Orientation</p> <p>Course syllabi and outlines</p> <p>SDMC Governance</p> <p>PTSA meetings and agendas</p> <p>IPoly Vision and Mission (Handbook pg 1)</p> <p>IPoly Handbook</p>
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reach a wider range of families. Increasing the connections between the schoolwide learner goals/Graduate Profile and the vision & mission, in addition to increasing the communication about this to the school community will enhance student learning and well-being by creating a more inclusive learning environment and a greater sense of connectedness and belonging.	
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Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>IPoly's governing board is the Los Angeles County Office of Education (LACOE) and Los Angeles Board of Education. LACOE is committed to having their instructional programs driven by data and student needs. The governing board:</p> <ul style="list-style-type: none"> • Has policies and bylaws that are aligned with the school's purpose and supports the mission and vision of our school • Delegates implementation of these policies to the professional staff <p>The policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings, are disseminated in writing to all educational partners through the LACOE.edu as well as email. The Governing Board meets monthly at the district office in Downey, California.</p> <p>The Chief Educational Officer for Student Programs, with the approval of the board, sets yearly district goals and objectives. These goals are communicated to the professional staff by the school principal who attends monthly Principals' Meeting for district and board guidelines on staffing, budgets, training, etc. Upon return to the school site, the principal works collaboratively with the educational partners for implementation and compliance through site Shared Decision Making Council (SDMC).</p> <p>IPoly school community understands the governing authority's role, including how educational partners can be involved through the participation in our Shared Decision Making (SDM). School staff, students and parents/guardians are invited each year to be part of our governing authority board to have an active voice.</p> <p>IPoly has an active and effective Shared Decision-Making Council (SDMC) with representation from parents and students. Board rules and authority. SDMC contributes and collaborates on various areas of governance. The SDMC scope of authority is specified in LACOE Board Policy and delegated to IPoly which then creates governance by-laws. Delegated governance authority, collaborative authority and accountability are distributed to the</p>	<p>LACOE Annual Notification</p> <p>LACOE Website</p> <p>DELAC</p> <p>LCAP Workshops</p> <p>LCAP Partner Feedback Surveys Questions</p> <p>LACOE Organizational Structure</p> <p>Board Agendas</p> <p>Board Policy and Procedures</p> <p>Superintendent's E-News</p> <p>Uniform Complaint Procedure</p> <p>SDMC governance</p>

<p>local level with ultimate oversight placed on the Superintendent and Governing Board. Board Policy (BP) 2250 was adopted in 1999 and has remained in effect as the foundations of site governance. Administrative Regulations (AR) and other evolving policies since BP 2250 have maintained the structures of local governance and have fortified the procedures and practices of site governance. The SDMC operates under the directives of the Federal Government, LACOE Board Policy, Administrative Regulations and our Superintendent. The Schoolwide Decision Making Committee (SDMC) makes recommendations on Lottery fund allocation for individual classrooms and schoolwide purchases. Through SDMC funds, teachers are able to purchase new novels and textbooks, arts supplies, technology licenses and other instructional materials based on instructional needs.</p> <p>IPoly school leadership understands and utilizes the Uniform Complaint Procedures from the district and it is detailed in our Safety Plan. The Safety Plan is approved by the committee and available for review in front office. The Safety Plan is also Board approved each year and has detailed procedures and policies.</p> <p>The administrative team establishes a professional environment of mutual respect and collaboration with all school staff educational partners.</p> <p>LACOE Board Meetings are online and available for all to attend. All agendas are published.</p> <p>Summary Analysis: Although IPoly as a specialized school is physically removed from LACOE's main office in Downey and appears to function independently in many ways, LACOE supports its vision, curricular program, 6Cs, and operation of the school programs. As with all school programs within LACOE, IPoly is data-driven and provides a standards based curriculum. Our single-site plan is the WASC Action Plan and our site governing group is a formal Shared Decision Making Council (SDMC) whose bylaws are approved by LACOE. LACOE is committed to shared decision-making, has a central Shared Decision Making Council and takes an active role in verifying that each LACOE school program has an active SDMC helping to make decisions about critical school issues. All IPoly's policies and procedures are aligned with LACOE BP and ARs.</p>	<p>SDMC meeting minutes (Google Drive)</p>
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Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
<p>IPoly's school improvement planning process is a cycle of continuous collaborative efforts that fosters stakeholder buy-in and commitment.</p> <p>Much of the evaluation and improvement process within the school is generated through grade-level team meetings held each week during the team's common prep period, staff and/or department meetings every Friday, and SDMC meetings on the first Friday of each month. These meetings are invaluable as they provide the time for IPoly staff to monitor, review, refine, discuss and address specific needs and issues some of which go into our discussion when we revise our WASC action plan.</p> <p>As student achievement data continues to drive decision making about program, process, and resource allocation, educational partners have become more aware and committed to the use of data as the basis for authentic and collaborative school improvement efforts. The school administration and staff make decisions and initiatives that focus on student learning and success.</p> <p>As stated above, IPoly does not have a Single Plan for Student Achievement (SPSA). Our WASC Action Plan has become the primary tool that drives our school goals. Our professional development plan, which is updated annually, is directly correlated to and informed by data gleaned from the regular analysis of student performance related to achievement of the academic and career-readiness standards, critical learner needs, as well as student learning outcomes. Student outcome data on state-mandated tests such as the ELPAC, CAASPP, NWEA, formal and informal classroom assessments weigh heavily into the development and implementation of our WASC Action Plan. The educational partner perception and survey data are analyzed annually.</p> <p>The process for monitoring and annual review and revision of the school plan is also dependent on student outcome and demographic data. Although performance data from state mandated assessments are considered, reviewing student work has served as our most credible source of data on student achievement. Data gathered from such analysis is utilized to guide and improve instructional practices and professional development activities. Moving forward, we intend to use more data garnered from other assessments in conjunction with state mandated assessments. When coupled with the analysis of student outcome data, such data becomes useful for identifying critical academic needs incorporated into and reflected in the action plan as the school goals align.</p> <p>Each year LACOE engages all educational partners in getting feedback for the LCAP through workshop surveys, focus groups and public comments. Additionally, for the last two years IPoly has had a workshop specifically for IPoly staff to engage review the progress of the current goals and get feedback for the next year. These collaborative efforts provide on-going school improvement and our actions in our plan are continually analyzed to reflect and address the students' and the schools most current needs.</p>	<p>Shared Decision Making Committee (SDM)</p> <p>LCAP: Development and Process</p> <p>PLC Agendas (PLC Push Ins)</p> <p>Professional Development Agendas/Slides (Example: What is your AIM)</p> <p>CAASPP Scores</p> <p>NWEA Map Results (See Ch. 2 for detail Growth and Achievement reports)</p> <p>PD Agendas (PD Calendar Google Drive, Nov 9, March 15)</p> <p>Example of Staff Presentation of Educational Partner data</p> <p>Parent Square announcements</p> <p>Wellness Referrals</p> <p>LCAP For Parents</p>

<p>Summary Analysis: Even though we do not have a SPSA, it has allowed our WASC Action Plan to be our school plan and drive our school goals. This plan is aligned to the LCAP, LCFF, and LACOE Priorities, but it looks a bit different than a SPSA as Student Programs LCAP addresses the needs of all LACOE schools which are comprised of Juvenile Court Schools, Alternative Education, and two specialized high schools, IPoly being one.</p>	
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Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p>Employee qualifications are defined based on LACOE employment policies. The Human Resource department of LACOE is the primary source for monitoring teacher qualification and credentials. This department is responsible for verifying the qualifications of new hires and updating that information as needed. All IPoly teachers are fully credentialed, NCLB compliant, demonstrate content knowledge, and have completed all steps required in the application and hiring process. Support staff are also fully qualified based on district requirements. LACOE's Human Resources department ensures that all staff continually maintain and renew their credentials to remain employed. Prospective new teachers are given an extensive panel-based interview. The panel consists entirely of school and district educational partners.</p> <p>IPoly's teachers are all trained in project-based learning and each year we determine how new staff can receive the valuable training from Buck Institute, which consists of three full-day professional development. This first day also gives teachers the time to prepare their classrooms. Weekly professional development is offered to teachers and a portion of each week is used to disseminate all information necessary for the coming week. In order to maximize the efficiency of Friday staff meetings and allocate more time for professional development, IPoly's Leadership Team created a Monday Memo to email faculty and staff; the memo's intent is to provide a summary of department updates, campus announcements and upcoming</p>	<p>District PD Plan</p> <p>PD Plan (Annual)</p> <p>Staff Meeting Memos/Agendas</p> <p>PLC schedule (Google Drive)</p> <p>Evaluation Meeting</p> <p>Administrator Responsibilities</p>

events. This year, professional development consisted of equity trainings, data workshops, WASC workshops, culture building activities, SDMs, mental health trainings, nurse trainings, English Learner workshop, instructional technology workshops, and instructional pedagogy. Additionally, to guarantee a successful school start, we annually try to offer teachers summer work hours for grade-level teams to collaborate on projects and curriculum for their new incoming classes. These are coordinated with teacher input based on what type of support they need.

Certificated, classified, and administrative employees have contractually-determined professional growth and evaluation procedures.

The district evaluation form is aligned with the idea of promoting professional growth and development. This form and the evaluation rubric are based on teacher effectiveness with the California Standards for the Teaching Profession. The evaluation provides specific feedback that can be used by an individual teacher to identify and assist in areas of growth. During this process, teachers meet ahead of time to discuss what goals they are setting for themselves and get feedback and input from administration. After this initial meeting, the observation occurs and then a post-observation meeting is held to discuss successes as well as any identified areas for growth.

IPoly administration informally walks through classrooms frequently to observe how the instructional focus and research-based teaching strategies are implemented. With the use of an online application, they are able to provide feedback to teachers on strengths as well as growth areas.

There are other structures in place for ongoing support of teachers' growth through the BTSA induction program for new teachers. New teachers are given structures and rigorous pedagogical framework for clearing their credentials.

Any support a teacher needs that is pertinent to their classroom instruction and student achievement is available. At staff request or administrative request, staff attends appropriate workshops and trainings.

Summary Analysis: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, and decision-making processes. The system is often lateral, and occasionally hierarchical, albeit with opportunities for collaboration and dialogue. Typical channels of communication include, but not limited to: verbal face to face individual meeting, weekly school wide meetings, emails, hardcopies, school handbook, grade level and content area meeting, etc. All staff are aware of their defined roles and responsibilities, but willing to help with other duties as needed.

Criterion A5: Resources

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
<p>Budget expenditures support the goals of the LCAP and site goals. The process for evaluating expenditures and providing monetary oversight at the district is effective. Purchase requisitions are created according to state guidelines and submitted to the accountant, principal, and then to the district procurement office to ensure proper and appropriate allocation of funds.</p> <p>Shared Decision Making Committee meets monthly throughout the year. The SDM has the ability to recommend the allocation of categorical funds but at IPoly this is referred to as Lottery funds. The members of the SDM represent all educational partners: administrators, certificated teachers, classified staff, parents and students.</p> <p>The district office sets the budget annually based on student population and disbursement of LCAP funds. Discretionary funds are distributed amongst PAUs and programs as determined by need. The LCAP allocation for resources begins with budget planning and development. Annually, the Average Daily Attendance (ADA) calculation for the upcoming year is reviewed. Salaries and benefits are first calculated once those numbers are determined. The remaining funds are apportioned based on operational overhead and the needs of the students which are determined by the goals and actions in the LCAP for the upcoming year. The budget report is presented to the LACOE Board of Education by the Executive Director for the Board's approval and is based on ADA projections outlined by the state. IPoly's principal and LACOE administration discuss the budget at their regular meetings as well. All through the process, allocations are being discussed as to their appropriateness to the program and for student learning. All purchases must go through a two-step approval process between the school site and district office to ensure program alignment. This process is a collaborative effort to determine proper allocation of resources to maintain the vision and mission of the school.</p> <p>IPoly has an onsite accountant and part-time assistant who processes all ASB financial records. ASB audit reports and budget reports are audited on an annual basis by external independent audit firms. All audits are taken seriously, and recommendations are addressed as soon as possible. Internal</p>	<p>LCAP 23-24 Update</p> <p>SDM Agendas (Google Drive)</p> <p>Staff Meeting Emails/Monday Memo Weekly (Shared Google Doc)</p> <p>Faculty Meeting Links</p> <p>Ed Programs Instructional Materials</p> <p>Annual Requisitions for Lab materials (disposal records)</p> <p>Technology subscriptions and Textbook Subscriptions</p> <p>Custodial schedule (CPP MOU)</p> <p>Work order process (LACOE and Cal Poly Pomona)</p> <p>Williams Act Report</p> <p>Safety Visit Checklists</p> <p>Annual Budget Summary</p> <p>Monthly Budget Accounting</p>

<p>procedures are audited by all interested groups such as: student council members, advisors, administration, and financial staff.</p> <p>The budgetary policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, and manipulatives are effectively in place at IPoly. Adoption of instructional materials, such as textbooks, is determined through a collaborative process between teachers, administrators, and parents, prior to being approved by the district's governing board. Textbooks, technology-based materials, and other educational materials are effective tools used to help students achieve grade-level competency, and must align with academic content standards.</p> <p>The Williams Act surveys regarding sufficient textbook materials are completed annually. Every core class at IPoly has a Board-approved textbook for every student, as well as a classroom set of the textbook, so students do not have to carry around large, heavy texts, which becomes especially significant since IPoly does not provide lockers to students.</p> <p>The campus is well-maintained and sufficient, as evidenced in the Work Order Process, Monthly Site Safety Checklists, and daily custodial schedules. LACOE has assigned one full-time custodian during school hours. Cal Poly, in accordance to the MOU guidelines, provides two custodians to perform maintenance at night.</p> <p>Summary Analysis: Even though all the structures are in place at the district level, IPoly is highly independent and physically removed from LACOE, therefore, many of the staff and off-campus educational partners (i.e. parents) are unaware of the structures in place supporting the school. Likewise, there are many staff at LACOE who do not know all the undertakings of being a specialized school on a California State University campus. We feel that we need to continue to increase our connectedness with parents and students and continue increased communication through ParentSquare, online town halls, parent mixers before school, and partnering with PTSA to create activities to build belonging at the school site for parents so that all partners feel like IPoly is a cohesive school.</p>	<p>(ASB)</p> <p>Student Activity records (ASB)</p> <p>Class and club advisors training materials (Google Drive)</p> <p>MOU with CPP</p>
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Clear articulation of a vision and purpose that are inclusive and student-centered through the 6Cs.
2. All educational partners are represented in SDMC.
3. Budget and resources, including a wide range of professional development opportunities, are effectively used to support the needs of IPoly; each year we have maintained a surplus.

Areas of Growth

1. Create an evaluation process to measure how effectively and systematically the 6Cs are communicated to all educational partners.
2. Increase the frequency and methods of educational partner engagement and innovative communication strategies.
3. Routinely revisit the school's mission and goals to ensure alignment with evolving educational standards and community needs.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>All IPoly's courses have met the UC A-G course approval. Projects and classwork are reviewed and revised continuously during teaching team meetings, content area team meetings, as well as school-year and summer professional development. Coursework is aligned with Common Core and Next Generation Science standards.</p> <p>IPoly's PBL curriculum ensures direct linkage between curricular concepts and instructional practices using backwards planning strategies that incorporate academic and content standards. The curriculum requires students to connect content areas across the disciplines, connecting new learning to prior knowledge, applying learning to practical situations, utilizing inquiry-based processes to drive and complete a project, integrating knowledge across content areas, and promoting cooperation within project groups. The hands-on nature of the projects creates meaningful, relevant, and memorable experiences.</p> <p>The projects integrate all four content areas through the project components. For example, the first semester 11th grade project on upcycling integrates social science by having students research different types of alternative energy and finish with a debate. The math component has students research their energy consumption and use the data to create a mathematical model. The science component has students looking at synthetic polymers. The end result of that component is a research paper and a molecule of the chosen polymer that demonstrates correct molecular geometry and understanding of Lewis Structures. In English, the students work collaboratively and creatively to conclude the project with a fashion show. The 6 C's are naturally embedded into the project as students have to work together with diverse backgrounds and perspectives.</p> <p>Beginning as early as the summer before their sophomore year, IPoly students have an opportunity to enroll in a college class through one of our concurrent college enrollment programs. These concurrent college classes are offered at either \$10 per unit for Cal Poly classes or free of charge for Mount San Antonio College classes. An average of six different Mt SAC classes are offered, covering subjects in math, English, science, social science and the arts. The classes meet during and after school on our campus, allowing IPoly students to engage in higher-level academic coursework that is fully transferable to colleges after graduation. Currently, a majority of our juniors and seniors have completed at least one concurrent college class.</p> <p>The IPoly English teachers develop thematic units that often connect to the grade level social science curriculum, the project, or both. Stand-alone units are developed and implemented as well, ensuring a well-rounded experience that includes all content standards in the areas of reading, writing, speaking, and listening. Writing and research standards are emphasized at all grade levels and are vertically integrated. IXL was implemented in multiple grade levels to support students' needs in reading, writing, vocabulary, grammar, and</p>	<p>UC Approved List</p> <p>Course Syllabi Samples</p> <p>Student work</p> <p>Master schedule</p> <ul style="list-style-type: none"> • 9th Schedule • 10th Schedule • 11th Schedule • 12th Schedule <p>GradeLevel Student Project Packets</p> <p>9th Expeditions Project</p> <p>9th Fusion Film Festival</p> <p>10th World's Fair</p> <p>10th Escape Room Project</p> <p>11th Project Prometheus</p> <p>11th The American Dream</p> <p>Senior Action Project</p> <p>Dual Enrollment Interest List</p> <p>IXL Grade Level Implementation Plans</p>

mechanical skills. Sustained Silent Reading (SSR) is used in all ELA classes in an effort to foster a love of reading. Discussion groups, including Harkness discussion groups, are used at multiple levels to facilitate student-led exploration of ideas, themes, and meaning in literature. Literature Circles are used at multiple grade levels, allowing for student voice and choice.

The Math department has a sequence of common core/standards-aligned math courses: Math II for freshmen, Math III for sophomores, PreCalculus for juniors, and Discrete Math for seniors. The units for math lessons are chosen and updated with team meetings to meet the needs of the students based on the CAASPP scores and NWEA diagnostics, administered twice a year. IXL was incorporated into all grades to provide support to students and consistency in the math sequence under the NWEA testing umbrella.

The Foreign Language Department at IPoly currently offers three UC-approved Spanish courses. IPoly offers all levels 1 through 3, and 1 (elective) Advanced Spanish course during 12th grade. Freshmen take Spanish 1, sophomores take Spanish 2, and juniors may take Spanish 3, Advanced Spanish is offered as an elective to seniors who wish to have the biliteracy seal on their high school diploma. The lessons are aligned to ACTFL and California state standards. All language skills (reading, writing, listening, and speaking) are developed throughout these courses, with an emphasis on oral fluency. Teachers provide comprehensible input, wherein Spanish is spoken constantly with appropriate explanations, guidance, and ensure authentic language resources to aid comprehension.

The Physical Education Department at IPoly currently offers 3 PE courses; PE 1, PE 2, and PE 3. Freshmen take PE 1, sophomores take PE 2, and juniors and seniors take PE 3. The lessons are aligned with the CA State Standards for Physical Education. College and Career indicators are embedded into using technology as a tool in all courses, the mandatory use of the school planner in ninth grade and integrating our 6C's into the semester PBLs.

College and Career indicators are embedded into all courses through rigor and the standards. In science students learn content and perform experiments that help prepare them for rigorous college courses. A specific example is having students calculate percent error and provide reasoning for their results. In the sophomore English class, students are introduced to a mini college unit in which they are given information about educational options, interact with Naviance (explore colleges and careers), learn about obtaining letters of recommendation and networking.

IPoly does not rely on traditional feeder schools for its enrollment. Instead, we strive to maintain a student body that is representative of large high schools in the greater Los Angeles area. Our population comes from 40 cities, 4 counties, 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,

[Orientation agendas](#) and student handbook

[Community College sign ups](#)

[FAFSA Presentations](#)

Onsite FAFSA Applications for students ([Workshop Invite](#))



<p>completion of a Math and English assessment (reviewing skills learned in 6th, 7th and 8th grade) are considered in the admission process.</p> <p>Counselors utilize Naviance for college and career readiness, which includes a scholarship database. College retention rates can be tracked through Naviance and indicates 97% are prepared for college and 98.9% eventually graduate from college. Local, regional, and out-of-state college representatives come out in the fall and conduct presentations to students. In addition, several FAFSA Workshops are offered (both in-person and virtual) for parents and students during the fall semester.</p> <p>Summary Analysis: IPoly prepares students for college readiness through collaborative group work and rigor in content areas. All four content areas are incorporated into the projects seamlessly or through components. The 6 C's are naturally embedded into the projects. Since IPoly does not rely on feeder schools for enrollment and students at IPoly come from a wide range of cities and backgrounds it makes outreach and admissions a constantly changing platform. One challenge is to consistently engage with many communities in a productive manner and communicate our unique school setting to those families who would benefit from the alternate school setting. Counselors utilize Naviance for college readiness and tracking. Students are college-minded as we are on a college campus and maintain a close relationship with Cal Poly Pomona University. IPoly offers a variety of resources, such as workshops and college courses on IPoly campus but a more consistent progression from freshman to postsecondary choices needs to be explored.</p> <p>While creating a solid educational foundation through rigorous courses, content standards and college partnerships, IPoly continues to address the challenges that come with no attendance boundary and students of varying levels of proficiency across the board. To that end we are continuing to work toward analyzing data for areas of specific need through systems like NWEA. We also continue to evaluate and assess the best practices for students as needs change relating to projects and curriculum. We continue to seek ways to provide content specific professional development in order to better serve all students. From this IPoly is able to prepare students for college readiness through collaborative group work and rigor in content areas as well as provide hands-on opportunities for all learners. This collaborative approach creates a well-rounded student who has already attempted real world applications of learning as well as completing college courses and building confidence prior to high school graduation.</p>	<p>FAFSA Parent Workshop</p> <p>Career Test and Interests Profiler (Naviance)</p> <p>Admission Documents: Entrance Assessment Materials Website</p> <p>Admission Committee Review Form</p>
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Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

IPoly has curricular and extracurricular classes and programs that meet students' needs and interests. We have a multi school agreement with another school for students to participate in CIF athletic competitions. IPoly ninth-grade students complete ethnic studies activities throughout one semester of their social studies course. IPoly students are provided with opportunities to participate Model UN and Academic Decathlon (both offered as electives as well) and to have an opportunity to put their skills acquired through the academic curriculum and projects to practice.

Counselors meet with every family/student during registration to go over their four-year plan. Throughout the year, counselors visit classrooms and meet the students one-on-one to discuss academic planning and post-secondary plans (see College Counselor Visits, College Workshops in the evidence column).

All IPoly students work toward the 100-hour community service graduation requirement over the four years in areas that support community-based organizations making an impact for a cause.

Now that all students have a student laptop device, charger and high speed internet at IPoly, teachers are able to link real world resources, videos, simulations, and applications are exponentially expanded. Teachers utilize a host of rich media through Youtube, National Geographic, Discovery Education, and more.

A few IPoly teachers and the Equity and Access Coordinator are a part of the Los Angeles County Office of Education's Equity, Access, and Acceleration unit in partnership with 21 CSLA as active members of the LA County Justice, Equity, Diversity, and Inclusion (JEDI) Advisory team. Their role is key in supporting equity work and making a difference for students and families.

IPoly's PBL curriculum has a variety of "real world" connections, applications, and opportunities for engagement. The 9th grade projects require students to become aware of and grapple with solutions of global concerns in areas of the environment, human rights and global pandemics. The 10th grade projects In 11th grade, students investigate, debate and develop solutions around issues of environmental and energy sustainability. The 12th grade is about community engagement.

At registration, all parents set up an Aeries and ParentSquare account. Additionally, we have parents/guardians present each year while students are moving through registration and meeting with their school counselor and going over their four year plan, dual enrollment courses and enrollment in current electives.

Naviance, an online student counseling and planning tool, is used by students, teachers, and parents to help students understand their current personality and explore interests and how that may build into their future postsecondary plans. IPoly has had access to the Naviance curriculum and all their features but we need to explore how to best integrate it into the four years that we have with students. Naviance also tracks the

[Master schedule](#)

- [9th Schedule](#)
- [10th Schedule](#)
- [11th Schedule](#)
- [12th Schedule](#)

Guest speakers

[Registration Stations](#)

[Club Listing](#)

[College Counselor visits](#)

College workshops ([College Essays](#), [College Applications](#))

[Student enrollment in Summer Enrichment Classes](#)

[Elective Survey](#) (Google)

Ethnic Studies Curriculum (Lessons embedded throughout 9th grade Social Studies and Facing History and Ourselves)

- 1-1 Laptops
- Digital Platforms
- Textbooks
- Digital Curriculum

9th [Expeditions Project](#)

9th [Fusion Film Festival](#)

10th [World's Fair](#)

10th [Escape Room Project](#)

11th [Project Prometheus](#)

11th [The American Dream](#)

<p>academic success of IPoly graduates in their first year of higher education.</p> <p>Parents and students have access to gradebooks on Aeries in addition to parents being able to request access to the Google Classroom. Parents are invited to Grade Level Town Hall Meetings to gain timely pertinent information each semester.</p> <p>Summary Analysis:The aforementioned information shows that IPoly provides a wide range of college classes, electives, and extracurriculars to meet student needs and interests. Counselors engage with families to offer academic direction and assist with college admission processes for students and families who are new to the process. IPoly also facilitates student engagement in community activities, emphasizing participation in non-profit initiatives to foster experiential learning as well as through their volunteer opportunities. IPoly is also on track to implement a class to fulfill California's new educational requirement for ethnic studies, ensuring that our freshmen are equipped with a comprehensive understanding of diverse cultural perspectives and histories. With an emphasis on the 6 “C’s”, IPoly curriculum encompasses various connections to the real world through various media and materials where students are exposed to various global issues, and cultures. To that end IPoly is looking to create lifelong learners and responsible global citizens. The multi-levels of communication are implemented to build ongoing support for the academic, SEL and leadership success of all IPoly students as they move from high school to college and career. Upon graduation both students and families are made aware and have had opportunities to access college information as well as real world experiences.</p>	<p>Senior Action Project</p> <ul style="list-style-type: none"> ● Aeries ● Google Classroom ● Naviance ● CHKS
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ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for this criterion based on the school’s identified major student learner needs.

Areas of Strength

1. Projects are robust and incorporate all four content areas and either PE or Spanish..
2. All IPoly courses are UC approved and the academic curriculum is based on and measured by the state standards.
3. The 6 C’s are naturally embedded into the projects.

Areas of Growth

1. Based on the NWEA and CAASPP data ([California School Dashboard](#)), we need to identify a system of support for both English and math that helps teachers scaffold curriculum.
2. Student-performance data needs to be analyzed across all academic disciplines twice a year to establish a pattern of improvement year-over-year for the similar cohorts.
3. IPoly needs to reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals, the explicit integration of a scope and sequence of the 6 C’s, and to ensure consensus in pedagogical approach across grade levels with regards to integration of curriculum.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school-wide goals, academic standards, and college- and career-readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
<p>Our school offers UC-approved courses to 9th through 12th grade. (All core courses are UC approved). Students are able to participate in college-level classes at local community colleges, Mt. SAC, via a dual-enrollment program and our young scholars program with Cal Poly Pomona.</p> <p>Students move in a cohort throughout their day in an 86-minute block schedule.</p> <p>Teachers have shared planning time across grade levels in order to create, implement, and maintain our semester-long interdisciplinary projects. These shared times are used for parent or counselor conferences. Our schedule limits the interdisciplinary collaboration between grade levels and other core curriculum like foreign language. These projects focus on common core and NGSS standards, giving students the ability to showcase their creativity and teamwork skills while maintaining academic rigor.</p> <p>Even though we have a low identified EL population, approximately 20% of our student population has been classified as RFEP. One of our foreign language teachers is tasked with tracking, administering, and communicating the required assessments.</p> <p>Our student information system, Aeries, allows teachers, counselors, students, and parents access to important information about students' grades and wellness. Counselors use teacher feedback to conduct wellness checks and determine which students require counseling or academic support. Aeries is also where students in the EL and SPED programs are identified across the school. Students are directed to Student Success Workshops and after-school academic support based on needs. All students in the SPED program receive inclusive push-in services.</p> <p>Our school-wide Monday Memo serves as a weekly informational bulletin which communicates a variety of topics, including restorative practices, MTSS, and Equity, Diversity, and Inclusion and how they are being implemented at our school site. This allows us to minimize the breadth of information that can overwhelm teachers.</p> <p>Finally, all students have access to personal computers and can request hotspots, ensuring that all students have equitable access to technology..</p>	<p>UC Approved List</p> <p>Master schedule</p> <ul style="list-style-type: none"> • 9th Schedule • 10th Schedule • 11th Schedule • 12th Schedule <p>Common planning time</p> <p>Semester projects</p> <p>CAASPP data</p> <p>Mt. SAC Dual enrollment and Young Scholars (CPP)</p> <p>EL students identified</p> <p>Student Success Workshops</p> <p>Aeries (SIS)</p> <p>Student Wellness Checks (internal)</p> <p>Monday Memo (Internal)</p> <p>One to one computers</p> <p>IPoly Special Education</p> <p>College/Career Indicator CDE</p>

<p>In the class of 2023 IPoly had 98% of students meet our college and career indicator. Students at IPoly primarily meet the indicators by completing UC-approved courses in conjunction with CAASPP in ELA and Math or a dual enrollment course..</p> <p>All students take three years of Spanish and we have recently added the option for seniors to take a fourth year and earn their California Seal of Biliteracy. In the first year of this program, seven students were awarded this distinction.</p> <p>Students are able to take a CTE course, Graphic Design. In the future, we plan to explore CTE pathway options in order to allow our students to complete the current pathway. We currently lack the facilities and personnel to accomplish these goals.</p> <p>Analysis: We have found that in the last few years the need to scaffold in the classroom has greatly increased and this has made it necessary for us to begin to look at new ways to reach all students in the classroom including investigating possible new systems to implement instructional practices. The school staff and students are working continuously to address the changing needs of students learning modalities to create an equity-centered learning environment.</p> <p>However, the findings indicate that we are effective at communicating our school wide goals, academic standards and college/career indicators. We are effective in that our students understand the standards and expected performance levels for each area of study.</p>	<p>CCI 2023</p> <p>Dual Enrollment Offerings</p> <p>CA Seal of Biliteracy started 2022-2023</p> <p>CTE course outline</p>
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Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>IPoly students participate in engaging, integrated, real-world collaborative projects which meet Common Core State Standards. Projects are tied to the grade level and classroom standards. Project based learning is a researched based strategy that IPoly began when it was founded in 1993 and it employs not only during content units but in the grade level semester projects.</p> <p>Students are challenged to think critically, communicate effectively, work collaboratively, embrace culture, demonstrate character, and develop creativity. Each semester project incorporates the 6Cs but after analysis staff has found that making this explicit to students will foster a deeper understanding of the depth of their learning and preparation to their postsecondary endeavors.</p> <p>Students are expected to be active participants in their education. Students are encouraged to self-advocate and take responsibility for their education. Students discuss in pairs and small groups before they report out to the class. In some grade levels, students learn Socratic seminar methods. Students are given assignments that require research, time management, and organizational skills.</p> <p>Teachers facilitate group interactions and guide students to work independently in project components. Projects are structured but flexible, promoting exploration and creation.</p> <p>Students engage in debates, mock trials, and simulations. They conduct research to provide multiple solutions to open-ended questions.</p> <p>Grade level culminating projects require students to synthesize their findings to create an educational experience for parents, teachers, and peers.</p> <p>As part of the 12th grade Senior Project students are able to create a rubric relating to how they will be assessed on their project actions in order for students to determine success</p> <p>Sophomore project allows students to create an “Escape Room” to evidence learning while allowing students the voice and choice to design a space any way the group deems appropriate</p> <p>Senior Project asks students to create an action plan to address a cause or something they feel needs to be addressed.</p> <p>All grade levels and classes pair students at table groups with the intention of students working together to collaborate and support each other.</p> <p>Additionally, few IPoly teachers and the Equity and Access Coordinator are a part of the Los Angeles County Office of Education’s Equity, Access, and Acceleration unit in partnership with 21CSLA as active members of the LA County Justice, Equity, Diversity, and Inclusion (JEDI) Advisory team. Their role is key in supporting equity work and making a difference for students and families. As they continue to attend workshops their voice will be key in bringing the training to IPoly’s classrooms. The following resources are</p>	<p>Grade Level Field Trips (10th LA Museum of Tolerance, 11th , CPP High School Scene Fest)</p> <p>PBL Projects and 6Cs</p> <p>9th Expeditions Project</p> <p>9th Fusion Film Festival</p> <p>10th World’s Fair</p> <p>10th Escape Room Project</p> <p>11th Project Prometheus</p> <p>11th The American Dream</p> <p>Senior Action Project</p> <p>Academic Decathlon</p> <p>CTE: Graphic Design</p> <p>SDM Governance/ Members</p> <p>Electives</p>

<p>regularly implemented in most teachers' classroom to provide engagement and knowledge retention:</p> <ul style="list-style-type: none"> • Interactive quizzes and games make learning fun, encourage participation, and solidify knowledge through immediate feedback. • Interactive video lessons with embedded questions allow students to actively engage with the material at their own pace. • Presentations with embedded activities, polls, and discussions foster collaboration and keep students active in the learning process. • Diagnostic testing, skills practice, and instructional videos reinforce procedural and conceptual math/English understanding • Flashcard programs for memorization and practice are often used by students for exam preparations. • Online design tools and applications are often used for presentations, projects and club flyers. <p>The following modalities are regularly implemented in most teachers' classrooms to foster communication with staff, parents and students: Google Classroom is used by most teachers to support their core curriculum.</p> <p>Google Chat is used throughout the school to communicate a variety of information. (For example, all resource staff have use Google chat to ask about student access during a class period, or testing needs.)</p> <p>Summary Analysis: Teachers use a variety of resources to foster meaningful learning experiences. IPoly does not yet fully understand the equity-centered model but is making strides in training both staff and students and implementing components throughout the campus. Student voice and agency are present, empowering them to be meaningfully engaged via the Shared Decision Making committee and elective coursework. Most teachers support student learning and provide learning opportunities that extend beyond the textbook and classroom, deepening students' knowledge, and preparing them for college and careers.</p> <p>Most teachers use a variety of strategies and resources to create a fair and balanced learning environment. Most teachers use a variety of evidence-based instructional methodologies to promote student learning. Student voice and agency are present, empowering them to be meaningfully engaged in their learning. Most teachers use technology and digital learning tools to enhance and support student learning and provide learning opportunities that extend beyond the textbook and classroom, deepening students' knowledge, and preparing them for college and careers.</p>	<p>Lessons and Student Work includes: Nearpod</p> <p>Quizizz.com</p> <p>Desmos.com</p> <p>Geogebra</p> <p>Blooket/Gimkit</p> <p>Khan Academy</p> <p>Google Education Enterprise</p> <p>Edpuzzle</p> <p>Discovery Education, Pearson</p> <p>District Tech Support site</p> <p>Graphic organizers</p> <p>Digital presentations (PowerPoint, Google Slides, etc.)</p> <p>IXL</p> <p>Adobe Spark</p> <p>Canva</p> <p>Apple products</p> <p>Proper use of AI (Bard)</p> <p>NY Times</p> <p>CCL2023</p>
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ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Teachers have made huge strides to integrate technology into every subject area to engage and influence all students.
2. The teacher collaborative process has become more effective and efficient. Teachers meet in grade level Professional Learning Communities weekly to discuss common lesson planning, common assessments, and student test data to ensure that all students are achieving. This is a time for teachers to discuss overall student outcomes as well as individual student needs thus allowing us to address student needs immediately and effectively .
3. The student/tech one-to-one ratio allows for equitable access to resources and fosters learning independence.

Areas of Growth

1. Despite having several intervention systems for students who are not meeting standards, we still have students whose needs are not being met. We need to evaluate the cause of these issues and create more strategies to try and offer remediation and/or look at restructuring math or Spanish pathways. On the same issue, our staff also needs to be willing to implement new strategies and programs if we find out that something isn't working.
2. While some teachers take advantage of district professional development opportunities, more content-specific opportunities should be offered, especially in the arena of equity in the instructional classroom.
3. Explore CTE pathway options in order to allow our students to complete the current pathway.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<ul style="list-style-type: none"> IPoly HS effectively uses a variety of means to assess student progress from state mandated assessments to districtwide common benchmarks; teachers use informal checks for understanding as well as unit tests. Performance data such as CAASPP, NWEA, and ELPAC is also used. IXL is used across all grade levels for Math and English Diagnosis and Skill Progression. All IPoly students have access to 1-1 devices that assist in the implementation of digital assessments that quickly and easily compile data for analysis. IPoly HS uses Aeries and Google Classroom to assist in collecting, disaggregating, analyzing, and sharing student data. Parents have access to both Aeries and Google Classroom and can check student assignment grades as well as overall grades at any time. Regarding NGSS CAST testing: there have been department-level meetings regarding the test and realigning instruction to prepare students to take the CAST during their eleventh-grade year. Prospective students are evaluated (using Common Core) academically both by past performance and by the current academic level of math proficiency. The data from the math assessment is used to build the Summer Math Boot Camp class. Departments began working on the scope and sequence across grade levels in 2019; when we moved to remote instruction, this collaboration was paused. Grade level teams meet at least twice a week to plan and coordinate interdisciplinary lessons and project components. Whole staff summer professional development is adjusted each year based on the needs of the students and staff, as determined by the various data sets. 	<p>CAASPP Testing</p> <ul style="list-style-type: none"> CAASPP- English Language Arts CAASPP Detail Report ELA, Math (3 years) CAASPP 6 Year State to IPoly Comparison Report ELA CAASPP- Mathematics CAASPP 6 Year State to IPoly Comparison Report Math <p>NWEA (September and March) See Ch 2 Linked Results</p> <ul style="list-style-type: none"> NWEA: Reading 2023 Achievement: All grades NWEA: Language Use 2023 Achievement: All grades

<ul style="list-style-type: none"> • Students who are struggling academically are placed on an academic contract to meet graduation criteria and/or make up classes to meet IPoly graduation requirements. • CHKS survey for students, staff, and parents assists with assessment of programs and school needs on a variety of levels including academic, social, emotional. • SDM uses data to approve appropriate instructional materials and professional development • A budget for resources to support the students social-emotional wellbeing based on the data from the CHKS survey • Data is reported to all relevant parties <p>Analysis:</p> <p>Utilizing the various data tools from classroom to statewide testing allows grade levels and departments to refine curriculum, determine best practices, and provide a program that is more responsive to student needs. Further analysis of assessments needs to be done in grade levels and content teams to ensure an effective scope and sequence. By implementing consistent reporting and accountability practices across the school, we can ensure fairer student evaluations and reduce the influence of implicit bias. This leads to a more objective assessment of student progress, ultimately benefiting their learning and well-being.</p>	<ul style="list-style-type: none"> • NWEA: Math 2023 Achievement: All grades • NWEA: Science 2023 Achievement: All grades • NWEA: Math 2023 Growth Data (1 year): All grades • NWEA: Reading 2023 Growth Data (1 year): All grades • NWEA: Language Use 2023 Growth Data (1 year): All grades <p>2 report cards and 2 progress reports (10 week progress reports)</p> <p>One-on-one conferences</p> <p>IXL Reports</p> <p>PSAT in 9th, 10th</p> <p>Plan Review/Eligibility Evaluation IEP Meetings</p> <p>Aeries parent and student portal access</p> <p>Google Classroom</p> <p>End of semester Team Conferences/Assessments</p> <p>Common grade level prep to discuss projects and grading</p> <p>Student contracts</p> <p>Staff meetings review NWEA test results</p> <p>Refer to Ch. 2 for CHKS data</p>
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<ul style="list-style-type: none"> To graduate with an IPoly diploma, students need to complete 4 years of ELA, social science, science, and math. Two years of PE and Spanish are also required. All projects must be completed with a 60% or higher. College units are taught in the 10th and 12th grade to help students understand college options and help with their application essays. IXL is used to monitor growth and progress NWEA data is being fine-tuned for use Google Classroom and Aeries provide timely feedback and communication Teachers incorporate feedback forms in class to get direct feedback about lessons and teaching practices that promote continuous teacher growth Teachers use both formative and summative assessments to measure student understanding 9th grade teachers meet one-on-one with students at each mid-term The 9th grade first semester project of Expeditions allows for students to work on collaboration, communication, and critical skills (as seen in the 6 C's). The 9th grade second semester project of Fusion Film Festival allows for students to grow their critical thinking, communication and collaboration skills. 10th grade teacher team meets with student groups each semester for project assessments. The 10th grade first semester project World Fair encourages students to improve their critical thinking, collaboration, communication, creativity, and cultures understanding. The 10th grade second semester Escape Room project has students hone in on their critical thinking, collaboration, communication skills and creativity. The 11th grade projects (Prometheus and The American Dream) require students to exercise critical thinking skills, utilize persuasive communication tactics, synthesize accumulated research data, and work collaboratively in order to succeed in presenting ideas regarding individual sustainability as well as creating an exposition of American ideals. The 12th grade project allows for students to choose and work to help solve a community problem of their choice. This allows for their work to be relevant and gets them to make a positive difference in their community. This project allows students to practice the skills of the 6 C's. 	<p>Graduation Requirements (pg 28 handbook)</p> <p>IXL Reports</p> <ul style="list-style-type: none"> IXL-Sch... IXL-Pro... <p>End of semester grade level project conferences</p> <p>One on one student pullout conferences</p> <p>Senior Symposium (Calendar)</p> <p>6 C's</p> <p>Expeditions Project</p> <p>Fusion Film Festival</p> <p>World's Fair</p> <p>Escape Room Project</p> <p>Project Prometheus</p> <p>The American Dream</p> <p>Senior Action Project</p>

<ul style="list-style-type: none"> • IPoly teachers use ongoing formative assessments that they develop and use to guide their instruction. A major part of the assessment process is ongoing, frequent checks for understanding to inform and guide instruction in the classroom. • Teachers individually determine their grading policy with some aligning their grading expectations by PLC (content areas). Expectations are communicated through course syllabi. Grades are determined by student performance on formative and summative assessments. . <p>Analysis: Teacher grade level teams use common preps to grade, plan, and scaffold curriculum. This allows for a more comprehensive system of assessing, grading, and supporting students. It also provides more immediate feedback and support as needed. Although we have IXL and have been using it in math and have piloted it in ELA, we need to dig into the data and use the data, along with NWEA to help drive instructional decisions and craft.</p>	
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ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Variety of relevant assessments that can now provide IPoly with achievement data and growth data at each grade level thus giving us a plethora of data for analysis .
2. Grade level team collaboration and common prep allowing for a more comprehensive system of assessing, grading, and supporting students.
3. To graduate with an IPoly diploma, students need to complete 4 years of ELA, social science, science, and math. Two years of PE and Spanish are also required and all grade level semester projects must be completed with a 60% or higher in addition to completing 100 community service hours. This means that the benchmark for graduation is much higher than most California high schools and aligning it above the course requirements for UC/CSU.

Areas of Growth

1. Whole staff collaboration to work on scope and sequence of skills and 6 C's that are taught at each grade level or in each project.
2. More department meetings to allow for the creation of a scope and sequence in content.
3. Both pretest and posttest professional development (technical and instructional) for assessment platforms (NWEA and IXL). This will allow successful implementation of administering assessments and using the results to drive instructional decisions for the classroom, grade level and across the discipline.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals.

Findings	Evidence
IPoly hosts a freshman orientation for new students as well as a back to school night. Twice a year, there are town hall meetings for each grade level. The meetings are conducted via Zoom to encourage all parents to attend with any questions or concerns.	Townhall Announcements on ParentSquare
Parents are included in school and campus events as chaperones	Example of Townhall Presentation 10th/11th Spring 2024
Student/Family opportunities to volunteer during the school year.	Active Parenting Flyer
Because IPoly is project focused, parents are encouraged to come to end of semester presentations. Communications on these presentations are sent out via ParentSquare.	Parent Engagement Volunteer Opportunities Link Tree , Parent Mixers , Chaperones , Invites to Events/PBLs
There are at least two parent mixers each semester where parents meet administrators and other staff members.	Parent Workshops (example)
Approximately 16 parent workshops are offered during the year, topics vary from teen social/emotional health support, internet safety, FAFSA workshops, bullying and cyberbullying prevention and others.	FAFSA
As part of our continued outreach and admissions, we host five parent information sessions for prospective parents during the school year.	Parent Information (Admission) Sessions
We host a series of shadow days where new students attend classes with a selected IPoly student and tour the campus.	SDM Sign in/minutes
Parents and students are part of the Shared Decision Making Council, which determines allocation of school funds.	Flyer/Parentsquare for Spirit bus
To promote school spirit/community admin/ASB facilitates spirit games for student athletes and families. Since we are not a traditional comprehensive high school campus, we do not participate in CIF-sponsored sports, instead IPoly partners with other smaller schools in the region to offer intramural sports.	Agendas of PAC and DELAC
Our Equity and Access Coordinator shares opportunities of training, education	

<p>and culture discussions and focus groups with parents and staff to participate during the monthly LACOE committees such as the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC).</p> <p>The IPoly staff participated in team building activities with the Equity and Access Coordinator during staff meetings and professional development. The staff, through a variety of exercises and facilitated discussion, focus on EDI concerns sharing best practices and creating action plans and identifying next steps.</p> <p>Student workshops are led by the Equity and Access Coordinator and aligned with the 6Cs of IPoly HS to provide an opportunity for students to explore topics regarding equity, diversity and inclusivity within an emotionally, mentally, and physically safe space. The goal is to create an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sexual orientation, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.</p> <p>Equity and Access Coordinator sponsors a diversity club on campus. The students in this club help to celebrate all students through an event series called IBelong. Throughout the school year, LGBTQ+ and various ethnic groups are honored, respecting and meeting the social and cultural needs of our diverse families. This group of students also participates in Leadership Training to prepare them to offer support to all IPoly students with concerns and challenges involving equity, diversity and inclusion.</p> <p>Community Service Outreach opportunities - Parents, students and staff come together to support community based organizations. This facilitates learning environments for all while making an impact for a cause.</p> <p>Volunteer Fair - We developed relationships with community agencies that offer service learning opportunities. A day was set aside to provide time for students and parents to connect and sign up to begin volunteering.</p> <p>IPoly has rewritten its Student Handbook to reflect restorative practices as the basis for response to behavioral infractions on campus. Restorative practices are a proactive approach to address conflict and or harm in the school that focuses on repairing relationships and restoring trust.</p> <p>The IPoly Mental Health Team program strategies are part of the MTSS framework which builds student resilience and coping skills. In addition, students are supported with necessary resources to ensure the success of every student. We aim to assess mental health effects, and proactively respond to support students by providing resources to students, families, and staff. Program goals include: coordinating & providing mental health services to families and the school community; promoting early identification of students with social and/or emotional problems and providing supportive and corrective interventions; and assessing the potential mental and emotional health effects of events such as COVID-19 with students, parents, and school staff to proactively respond using trauma informed practices. The IPoly Mental Health Team has done extensive research of more than 1200 studies from major bodies of literature, including topics such as reducing risk factors, building resilience, and adolescent development and the implications of its goals to influence increasing student engagement as measured by mental health awareness and help seeking behavior</p>	<p>Various Game/icebreaker Team Builders</p> <p>Powerpoint/materials from push in sessions (Example)</p> <p>Club agendas</p> <p>Community Service Organization List</p> <p>Volunteer Fair Spring 2023</p> <p>IPoly Restorative Practice guidelines</p> <p>Student Support Team OR code contact card</p> <p>Agenda/sign in sheet</p>
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amongst students.

Staff, parents, and students can easily refer IPoly students to someone on the Student Support Team (Academic Counselors, Mental Health Counselors, School Nurse, Equity & Diversity). A QR code contact card is provided to the students and displayed on the IPoly website to make the referral process easier, accessible, and confidential. The IPoly Mental Health team participated in weekly Instructional Support meetings to help coordinate support for students and delineate referrals more appropriately.

In the 22-23 school-year, the Mental Health Team facilitated IPoly's first ever group counseling sessions for Teen Resilience & Grief and Loss (15 group sessions conducted 22-23) and in 23-24 group sessions included 67 students across 3 groups. Topics ranged from Grief & Loss, Handling Conflict in Project Groups, and Healthy Relationships/ Conflict Resolution. Students reflected on the relief they felt in participating and feeling so much less alone.

IPoly's Mental Health Team offers classroom presentations to address students' academic and mental health needs. All classroom presentations use evidence-based curriculum and were offered to both parents and staff members to promote effectiveness and the use of consistent language.

- In 21-22 school year, IPoly mental health team focused on Suicide Awareness and Prevention by conducting three session rotations in 10th grade as well as conducting sessions with parents and staff (focusing on Suicide Awareness, Warning Signs and increasing Protective Factors).
- In the 22-23 school year, the IPoly Mental Health team focused on Suicide Awareness and Prevention (grades 9 & 10).
- In addition, the IPoly Mental Health Team conducted Resilience Building workshops (all grades, parents, staff), and Bully Prevention/ Healthy Respectful Relationships (all grades, parents, staff) for the purpose of consistent messages and language. Topics ranging from Emotional Regulation, Risky Communication, Problem Solving, Conflict Resolution, Time Management, and Stress Management.
- In the 23-24 school year, Bullying Prevention was presented to the parents (1st semester) via the town hall discussions and grade 9 (2nd semester) in the classrooms. In addition, Courageous Communication, Problem-Solving, and Conflict Resolution were presented to all grade levels (1st semester).

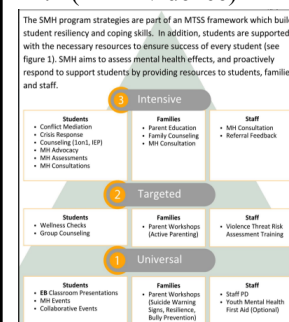
IPoly offers Active Parenting of Teens (APT), an evidence-based curriculum that consists of six sessions. APT curriculum was offered to all IPoly parents for both 21-22 (Spring, Summer) school year and 22-23 (Fall, Spring). Parents who provided feedback in the first session hoped most to increase skills in redirecting misbehavior and disciplining their teen. Results from the final survey showed improvement in these as well as other skills.

- *"It was truly eye opening. I learned a lot about communicating with my teen...I learned more about being a participant in his life rather than a disciplinarian trainer...I would highly recommend it to any parent struggling with teen behaviors."* - APT Participant

Mental Health Awareness Activities were conducted at IPOLY all school year with the objective of reducing mental health stigma, to promote school

IPOLY_End of Year Summary_Year3

E1.1 (MH Evidence)



Mental Health MTSS

(E1.1a MH Evidence) School encourages students to take care of their mental health (strongly agree/agree)

- 9th-10th grade (0% no change)
- 10th-11th (12% increase)
- 11th to 12th (29% increase)

(E1.1b MH Evidence)

- 21-22 (44.7% of IPoly students seen by Mental Health Team)
- 22-23 (with Tier 1 classroom presentations and Tier 2 group counseling supports increasing, the proportion of students seen by Mental Health Team dropped to 21%)

(E1.2 MH Evidence)

MH Classroom Presentations 21-22 vs. 22-23

Considered Suicide Past Year

- 9th-10th grade (5% increase) - 9th grade did not have any classroom presentations in 21-22.
- 10th-11th (7% decrease)
- 11th to 12th (4% decrease)

Emotional Distress (Very/Pretty True)

- 9th-10th grade (6% increase) - 9th grade did not have any classroom presentations in 21-22.
- 10th-11th (11% decrease)
- 11th to 12th (6% decrease)

Chronic Sadness Past Year

<p>connectedness and a positive school climate. In the 21-22 school year, the recruitment of mental health student advocates to plan Mental Health Awareness Events (Social Worker Awareness Month, Mental Health Awareness Month) and Student Advocacy Events. In the 22-23 school year included MH Awareness Activities</p> <ul style="list-style-type: none"> • Sept 2022: MH Awareness Theme: Generate Positivity (passed out positivity stickers) 60 students • Oct 2022: Connectedness Event: Bully Prevention (parents, students, staff) to promote school connectedness, meaningful participation, promotion of parental involvement, and school safety. • Nov 2022: MH Awareness Theme: Inspire Goodness (friend grams) • Dec 2022 MH Awareness Theme: Spread Joy – (toy donation) • Jan 2023 MH Awareness Theme: Support Peace - "We Matter Because" <p>In the 23-24 school year, to support IBelong's program, an integrated approach to meet the unique needs of IPoly students, cultivate belonging, and foster more meaningful participation, IBelong Event Activities were conducted each month.</p> <p>Summary : IPoly uses a variety of programs to include students and their families in the IPoly community. In 21-22 there was a huge focus on decreasing mental health stigma and increasing help seeking behavior through Mental Health Awareness Events and Mental Health Advocacy efforts. For 22-23, the focus shifted to Tier 1 interventions (Partner presentations to students, staff, and parents and building systems of support) which yielded less Tier 3 services (decreased from 44% of IPoly students to 29%). The numbers are going in the right direction as we continue to increase Tier 1 and Tier 2 services for mental health which enables all students and their families to have more positive outcomes where communication and relationship building skills improve decision making.</p>	<ul style="list-style-type: none"> • 9th-10th grade (1% increase) - 9th grade did not have any classroom presentations in 21-22. • 10th-11th (9% decrease) • 11th to 12th (12% decrease) <p>Optimism (Very/Pretty True)</p> <ul style="list-style-type: none"> • 9th-10th grade (17% decrease) - 9th grade did not have any classroom presentations in 21-22. • 10th-11th (3% decrease) • 11th to 12th (3% decrease) <p>Life Satisfaction (Very Satisfied/ Satisfied)</p> <ul style="list-style-type: none"> • 9th-10th grade (6% decrease) - 9th grade did not have any classroom presentations in 21-22. • 10th-11th (2% increase) • 11th to 12th (3% increase) <p>(E1.3 MH Evidence) Better Together MH Awareness Event Marketing Video Better Together MH Awareness Event Video</p>
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Criterion E2: School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>IPoly students generally feel safe because the population of IPoly is just under 500 students, which lends a small community atmosphere to the campus. In general, because IPoly is connected to the Cal Poly Pomona campus, students have created a collegial atmosphere.</p> <p>Property theft is very rare. Students are so comfortable that they leave their backpacks on campus while they go up to Cal Poly.</p> <p>Drills are conducted throughout the year for fire, earthquake, and active shooter scenarios in accordance with LACOE and California Education Code policies.</p> <p>There is a student support center (Connection Center) to help students with any academic or mental health needs.</p> <p>Over the 23-24 school year, IPoly introduced IBelong, an initiative designed to bring greater interconnectedness among students, staff and community.</p> <p>The Equity and Access Coordinator conducts student workshops for all IPoly students, in each grade level, to review best practices and review student expectations. All students are aware of the safety guidelines and policies in the Student Handbook.</p> <p>IPoly has partnered with LACOE Transition Partnership Program annually to create an interactive information fair to recognize the National Disability Employment Day. IPoly students participate in a month of research and preparation to create booths that allow students to gain insight and understanding of multiple disabilities. The students present alongside professionals in the field to highlight topics such as Department of Rehabilitation (DOR) Job Accommodations and Self-Advocacy, Opportunities/Pathways for Postsecondary Success, Neurodivergence: Autism ADHD & Sensory Processing Disorders, Learning Disabilities, Mental Health, Physical Disabilities: Chronic Illness, Deaf & Hard of Hearing, and Visual Impairments.</p> <p>In the 23-24 school year, Bullying Prevention Seminars were presented to parents (1st semester) via town hall discussions and were presented to grade 9 students(2nd semester) in the classrooms. In addition, Courageous Communication, Problem-Solving, and Conflict Resolution was presented to all grade levels (1st semester).</p>	<p>IBelong Vision and Goals</p> <p>Planning Collaborative Doc For National Disability Employment Day</p> <p>MH Connectedness Flyers</p> <p>E2.2 MH Evidence</p> <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> 9th-10th grade (2% decrease) 10th-11th (3% decrease) 11th to 12th (14% increase) <p>I have an adult to talk to at school</p> <ul style="list-style-type: none"> 9th-10th grade (4% increase) 10th-11th (2% increase) 11th to 12th (18% increase) <p>Promotion of Parental Involvement</p> <ul style="list-style-type: none"> 9th-10th grade (10% decrease) 10th-11th (6% increase) 11th to 12th (4% increase) <p>I know where to go when</p>

<p>IPoly's Mental Health Team aims to promote social and emotional wellbeing, resilience, develop tools to overcome challenges, teach and support positive behaviors, foster connectedness and belonging, and use communication to increase positive outcomes.</p>	<p>depressed</p> <ul style="list-style-type: none"> 9th-10th grade (1% increase) 10th-11th (6% increase) 11th to 12th (4% increase) <p>People openly talk about mental health</p> <ul style="list-style-type: none"> 9th-10th grade (24% increase) 10th-11th (32% increase) 11th to 12th (19% increase)
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Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports (1–2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
<p>IPoly administration has implemented a multi-tiered system of support (MTSS) to meet students' needs. The full MTSS plan was introduced in the 2021-2022 school year. In February 2024, the IPoly counseling team revised the program to more effectively meet the needs of our students.</p> <p>The MTSS structure focuses on tiered intervention for academic , social emotional and attendance. Over the last two years these supports have changed and IPoly has a system of support in place but we have moved to address needs and create new systems that are not "specific people dependent". As we move forward reestablishing more sustainable supports, we feel that the system will become</p>	<p>MTSS Support Plan</p> <p>Career Day 2023 Topics</p> <p>Dual Enrollment Classes</p>

<p>stronger.</p> <p>IPoly has a high level of involvement in curricular and co-curricular activities. The IPoly Diversity Council and IPoly Ambassadors create leadership opportunities for students to advocate for school culture and community outreach. We have a very active ASB, and a program called IPASS in which students volunteer to help their peers with organizing their schoolwork and contributing to a grade level tutoring Google classroom. Additionally, about 20% of our students participate in athletics through a multi school agreement.</p> <p>IPoly organizes a yearly Career Day in which alumni and community members are welcomed on campus to provide students with a day of activities that allow students to explore various career paths.</p> <p>IPoly does not offer AP or IB classes. Instead, all IPoly 11-12 grade students are enrolled in at least one dual enrollment college class, either through Cal Poly Pomona or Mt. Sac Community College, which gives IPoly students early college level experience.</p> <p>Senior students at IPoly are required to complete 100 hours of community service in order to graduate. IPoly provides students access to a number of community organization through which they can complete this commitment.</p>	<p>Grad Stats Class of 2023</p> <p>IPASS (8 students)</p>
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. Increased mental health training and support resources offered to educational partners has fostered a campus culture centered on emotional well-being.
2. IPoly has created a strong MTSS program to support students' academic and social and emotional needs.
3. IPoly has rewritten its behavioral guidelines to fully integrate restorative practices into its disciplinary process.

Areas of Growth

1. IPoly needs to work toward school-wide integration of its MTSS program.
2. IPoly administration will dedicate time and resources to fully implementing the vision of the IBelong program, instituted in 2023.
3. IPoly staff has indicated that while they are trained in the awareness of equity, diversity and inclusion issues as they relate to curriculum and instruction, they need the tools to implement changes in their instructional practices to support this awareness.
4. IPoly will continue to work to involve parents in the school community through town halls and parent workshops.
5. IPoly will continue to develop the Diversity Council, designed to give students a voice in issues related to equity, diversity and inclusion.

Prioritized Areas of Growth Needs from Categories A through E

- In **Category A**, IPoly needs to create a systematic way to monitor the effectiveness of communication of the 6C's to all educational partners. Additionally, IPoly needs to continue to ensure school-wide alignment with evolving educational standards and community needs.
- In **Category B**, there are two prioritized needs:
 - Staff and administrators need to continue to work together to take all of the various academic performance data produced, CAASPP, NWEA, IXL and etc...and use this data effectively in their PLC time to drive decisions regarding curriculum and instructional practices.
- In **Category C**, there are two prioritized areas of growth:
 - IPoly needs to expand its CTE offerings.
 - IPoly needs to continue to strengthen the systems and protocols in place to monitor and intervene with its students who demonstrate academic struggle.
- In **Category D**, IPoly identified the scope and sequence of curriculum as a prioritized area of growth. IPoly divides this overall need into two discrete categories:
 - The need to explicitly define how each of the 6 C's fit into the scope and sequence of our project based curriculum.
 - More generally, staff needs to be given more time to develop the overall **department**-level scope and sequence of their curriculum across grades.
- In **Category E**, IPoly will need to focus on the following foundational aspects of school climate and culture:
 - Programs strengthening parent student and staff connectedness. This was also indicated in **Category A**.
 - The full implementation and integration of its MTSS program
 - Training for staff in tools to implement changes in their instructional practices to support equity, diversity and inclusion. Please note that this need was identified in **Category C** as well.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Prioritized Areas of Strength and Growth

	CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D	CATEGORY E
AREA OF STRENGTH	Clear articulation of a vision and purpose that are inclusive and student-centered through the 6Cs.	Projects are robust and incorporate all four content areas and either PE or Spanish.	Teachers have made huge strides to integrate technology into every subject area to engage and influence all students.	Variety of relevant assessments that can now provide IPoly with achievement data and growth data at each grade level thus giving us a plethora of data for analysis .	Increased mental health training and support resources offered to educational partners has fostered a campus culture centered on emotional well-being.
AREA OF STRENGTH	All educational partners are represented in SDMC.	All IPoly courses are UC approved and the academic curriculum is based on and measured by the state standards.	The teacher collaborative process has become more effective and efficient. Teachers meet in grade level Professional Learning Communities weekly to discuss common lesson planning, common assessments, and student test data to ensure that all students are achieving. This is a time for teachers to discuss overall student outcomes as well as individual student needs	To graduate with an IPoly diploma, students need to complete 4 years of ELA, social science, science, and math. Two years of PE and Spanish are also required and all grade level semester projects must be completed with a 60% or higher in addition to completing 100 community service hours. This means that the benchmark for graduation is much higher than most California high schools and	IPoly has created a strong MTSS program to support students' academic and social and emotional needs.

			thus allowing us to address student needs immediately and effectively .	aligning it above the course requirements for UC/CSU.	
AREA OF STRENGTH	Budget and resources, including a wide range of professional development opportunities, are effectively used to support the needs of IPoly; each year we have maintained a surplus.	The 6 C's are naturally embedded into the projects.	The student/tech one-to-one ratio allows for equitable access to resources and fosters learning independence.	Grade level team collaboration and common prep allowing for a more comprehensive system of assessing, grading, and supporting students.	IPoly has rewritten its behavioral guidelines to fully integrate restorative practices into its disciplinary process.
	CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D	CATEGORY E
AREA OF GROWTH	Create an evaluation process to measure how effectively and systematically the 6Cs are communicated to all educational partners.	Based on the NWEA and CAASPP data (California School Dashboard), we need to identify a system of support for both English and math that helps teachers scaffold curriculum.	Despite having several intervention systems for students who are not meeting standards, we still have students whose needs are not being met. We need to evaluate the cause of these issues and create more strategies to try and offer remediation and/or look at restructuring math or Spanish pathways. On the same issue, our staff also needs to be willing to implement new strategies and	Whole staff collaboration to work on scope and sequence of skills and 6 C's that are taught at each grade level or in each project	IPoly needs to work toward school-wide integration of its MTSS program.

			programs if we find out that something isn't working.		
AREA OF GROWTH	Increase the frequency and methods of educational partner engagement and innovative communication strategies.	Student-performance data on needs to be analyzed by similar framework across all academic disciplines twice a year to establish a pattern of improvement year-over-year for the same cohort.	While some teachers take advantage of district professional development opportunities, more content-specific opportunities should be offered, especially in the arena of equity in the instructional classroom.	More department meetings to allow for the creation of a scope and sequence in content	IPoly administration will dedicate time and resources to fully implementing the vision of the IBelong program, instituted in 2023.
AREA OF GROWTH	Routinely revisit the school's mission and goals to ensure alignment with evolving educational standards and community needs.	Based on our reanalysis IPoly needs to reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals, the explicit integration of a scope and sequence of the 6 C's, and to ensure consensus in pedagogical approach across grade levels	Explore CTE pathway options in order to allow our students to complete the current pathway.	Both pretest and posttest professional development (technical and instructional) for assessment platforms (NWEA and IXL). This will allow successful implementation of administering assessments and using the results to drive instructional decisions for the classroom, grade level and across the discipline.	IPoly staff has indicated that while they are trained in the awareness of equity, diversity and inclusion issues as they relate to curriculum and instruction, they need the tools to implement changes in their instructional practices to support this awareness.

		with regards to integration of curriculum.			
AREA OF GROWTH					IPoly will continue to work to involve parents in the school community through town halls and parent workshops.
AREA OF GROWTH					IPoly will continue to develop the Diversity Council, designed to give students a voice in issues related to equity, diversity and inclusion.

Analysis of our programs confirms the following identified student learner needs:

1. IPoly needs to work to increase effective communication with parents, students and staff in order to create a greater sense of school connectedness, and belonging, and to further assist our students in achieving their postsecondary goals.
2. Staff and administration need to work together to further refine their collaborative time to meet the academic needs of students through the refined use of various pieces of assessment data and continued professional development in equity, diversity and inclusion issues.
3. IPoly's MTSS program needs to be fully integrated into the culture of the school.
4. IPoly needs to leverage its existing relationships with Mt. Sac and Cal Poly Pomona to expand its CTE offerings.
5. Related to number one above, IPoly staff and administration need to continue to work together to offer tools to assure that instructional practices and curriculum are reflective of the diverse cultures represented in our school community.

Evidence to support our findings include analysis of CAASPP data, formative data from NWEA and IXL assessments, the results from multiple years of student, staff, and parent climate surveys, California Dashboard data, and the hard work of the IPoly community in developing this self-study over the last year.

As a result of our self-study findings, the following schoolwide priorities for continuous improvement are our priorities.

IPOLY Goal 1: Continue to develop a rigorous and dynamic curriculum

IPOLY Goal 2a: Continue to build a positive school climate and culture.

IPOLY Goal 2b: Foster greater school connectedness and belonging by encouraging increased student engagement.

IPOLY Goal 3: All students will be college and/or career ready.

Chapter 5: Schoolwide Action Plan

ACTION PLAN GOAL #1:

IPOLY Goal 1: Continue to develop a rigorous and dynamic curriculum

Alignment with LCAP Goals:

- LCAP Goal #1: All students will have equitable access to a 21st-century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career-ready.
- LCAP Goal #3: All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and **ensure they make expected progress on statewide assessments** as well as improve overall English proficiency.

Major Preliminary Student Needs

- Students are struggling in major areas of English, especially in listening and research and inquiry.
- Students are struggling in major areas of math achievement, including Concepts and procedures, problem solving and communicating reasoning. (CAASPP)

Identified Schoolwide Growth Areas

1. Based on the NWEA and CAASPP data ([California School Dashboard](#)), we need to identify a system of support for both English and math that helps teachers scaffold curriculum.
2. Student-performance data needs to be analyzed across all academic disciplines twice a year to establish a pattern of improvement year-over-year for the similar cohorts.
3. IPoly needs to reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals, the explicit integration of a scope and sequence of the 6 C's, and to ensure consensus in pedagogical approach across grade levels with regards to integration of curriculum.
4. Whole staff collaboration to work on scope and sequence of skills and 6 C's that are taught at each grade level or in each project
5. More department meetings to allow for the creation of a scope and sequence in content
6. Both pretest and posttest professional development (technical and instructional) for assessment platforms (NWEA and IXL). This will allow successful implementation of administering assessments and using the results to drive instructional decisions for the classroom, grade level and across the discipline.

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		Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution
NWEA Reading Data	Fall 2023 Achievement	Fall 2021 - Fall 2022 Data	Fall 2022 - Fall 2023 Data	23/24 Data Goal Increase	25/26 Data Goal Increase
9th	68th	NA	NA	6month +5%	6month +5%
10th	66th	NA	NA	50th	55th
11th	61st	45th	44th	50th	55th
12th	66th	30th	30th	40th	45th

		Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution
NWEA Language Use Data	Fall 2023 Achievement	Fall 2021 - Fall 2022 Data	Fall 2022 - Fall 2023 Data	23/24 Data Goal Increase	25/26 Data Goal Increase
9th	73rd	NA	NA	6month +5%	6month +5%
10th	75th	NA	NA	60th	65th
11th	75th	55th	55th	60th	65th
12th	Not taken	54th	57th	60th	65th

		Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution
NWEA Math Data	Fall 2023 Achievement	Fall 2021 - Fall 2022 Data	Fall 2022 - Fall 2023 Data	23/24 Data Goal Increase	25/26 Data Goal Increase
9th	74th	NA	NA	6month +5%	6month +5%
10th	63rd	NA	NA	60th	65th
11th	66th	55th	53rd	60th	65th
12th	73rd	47th	46th	60th	65th

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		Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution	Growth Median and Distribution
NWEA NGSS Data	Fall 2023 Achievement	Fall 2021 - Fall 2022 Data	Fall 2022 - Fall 2023 Data	23/24 Data Goal Increase	25/26 Data Goal Increase
9th	74th	NA	NA	6month +5%	6month +5%
10th	63rd	NA	NA	55th	60th
11th	66th	55th	53rd	55th	60th
12th	73rd	47th	46th	50th	55th

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Review, reflect, and, if necessary, refocus the IPoly approach to Project Based Learning to ensure consensus in pedagogical approach across grade levels with regards to integration of curriculum.	Research-based PBL coaching and PD has been provided each year. Revised project packets across all grade levels that demonstrates consistency in pedagogical approach.	Greater quantitative and qualitative achievement and rigor as evidenced by all students engaging in projects and understanding the seven elements of the project design as detailed by Buck Institute.
Reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to the explicit integration of a scope and sequence of the 6 C's.	Scope and sequence of 6 C's skills in grade-level projects.	Students can articulate the 6 C's in their projects each semester and can make the connection to postsecondary success.
Reflect, review, refocus and, if necessary, revise the IPoly approach to Project Based Learning with regards to project assessment criteria and goals.	Each project has an assessment process and rubric that eliminates subjectivity and demonstrates increasing rigor across grade level.	Minimized subjectivity in project rubrics so all students can articulate their specific grade in each component and overall criteria.
Collaboration within departments will increase to develop a scope and sequence across grade levels to scaffold rigorous content and skills.	Scope and sequence in every department from 9th - 12th.	More consistent growth in NWEA scores across grade levels as reflected in our charts above.
Collect and keep track of students' data for twice a year to establish a pattern of improvement year-over-year for the same cohort.	Once the complete set of data is available, the complete history of the growth median and distribution will be available (i.e., senior NWEA report will show the growth of the same cohort over all four years.)	Growth goals in the above tables will be the benchmark for making adjustments.

ACTION PLAN GOAL #2:

IPOLY Goal 2a: Continue to build a positive school climate and culture.

IPOLY Goal 2b: Foster greater school connectedness and belonging by encouraging increased student engagement.

Alignment with LCAP Goals:

- LCAP Goal #2: Students will be provided with **multi-tiered systems of support** including community engagement to address their **mental health** and **social emotional well-being** to decrease suspensions and **increase student engagement**.

Major Preliminary Student Needs

- Student and parent surveys reflect the need to enhance school connectedness and outreach so that students believe that adults in the school care about their learning and about them as individuals.

Identified Schoolwide Growth Areas

1. While some teachers take advantage of district professional development opportunities, more content-specific opportunities should be offered, especially in the arena of equity in the instructional classroom.
2. IPoly needs to work toward school-wide integration of its MTSS program.
3. IPoly administration will dedicate time and resources to fully implementing the vision of the IBelong program, instituted in 2023.
4. IPoly staff has indicated that while they are trained in the awareness of equity, diversity and inclusion issues as they relate to curriculum and instruction, they need the tools to implement changes in their instructional practices to support this awareness.
5. IPoly will continue to work to involve parents in the school community through town halls and parent workshops.
6. IPoly will continue to develop the Diversity Council, designed to give students a voice in issues related to equity, diversity and inclusion.

Goals Based on Data from 2022-2023 CHKS/CSPS		
CHKS/CSPS Question	22-23 schoolwide percentage positive response	2024/25 Data Goal Increase
STUDENT RESULTS		
At school, I have a say in how things work	70%	+5%
At school, I help decide school/class activities or rules	19%	+5%
The teachers at this school treat students fairly	69%	+5%
The teachers show how classroom lessons are important and helpful to me in real life	64%	+5%
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed	71%	+5%
At school, I do things that make a difference	33%	+5%
PARENT RESULTS		
Parents feel welcome to participate at this school	67%	+5%
School encourages me to be an active partner with the school in educating my child.	76%	+5%
School actively seeks the input of parents before making important decisions.	53%	+5%
Parent involvement in school (<i>percentage reporting yes</i>)	52%	+5%
Attended school or class event (<i>percentage reporting yes</i>)	55%	+5%
Attended a general school meeting (<i>average reporting yes</i>)	85%	+5%
Participated in a meeting of the parent-teacher organization or association (<i>percentage reporting yes</i>)	45%	+5%
Served on a school committee (<i>percentage reporting yes</i>)	10%	+5%

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Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Implement a developed MTSS matrix in wellness (Developed last year) <ul style="list-style-type: none"> Review with school community MTSS Matrix in Student Handbook (developed last summer) 	9-12 grade workshops (agendas) Review with staff in staff meetings (agendas) Review in Parent Town Halls/workshops (agendas)	Evidence through completed staff meetings, student workshops and parent town halls.
Improve connectedness: Parent workshops <ul style="list-style-type: none"> Equity workshops Social/Emotional Health workshops SPED workshops Counseling workshops related to college and career topics Restorative Practices Social media/Internet Safety Bullying/cyber bullying 	Agendas and sign ups for workshops	Successful completion of workshops/town halls Decreased referrals by 20%
Improve connectedness : Students <ul style="list-style-type: none"> EDI and MH grade level workshops Group counseling Restorative Practices Social media/Internet Safety Bullying/cyber bullying 	These have already begun, and continue to build in the school year. Pre and post survey outcomes. Minutes/notes Sign up sheets	Decreased counseling, mental health referrals by 20%
Provide professional development for staff on how to IMPLEMENT culturally reflective practices in the classroom	PD agendas, PD materials, Year-end survey results	Student climate survey results. (Meet above percentages)
Continue to establish ties in community, especially with city, Cal Poly, Mt Sac, LACOE to provide students community service opportunities	Meeting notes, agendas, agreements with community service organizations, ParentSquare announcements	Students will have more in-house opportunities to sign up for community service commitment. During the 2023-2024 school year, three opportunities were provided.
Continue to improve and build on IBelong program established in 2023-2024, including PBIS like reward system based on 6 C's to encourage 6 C across school environment	Calendars, Monday Memo	Student and parent climate survey results. (Meet above percentages)
Continue to build out Equity and Diversity council established in 2023	Meeting notes, agendas	Student and parent climate survey results. (Meet above percentages)

ACTION PLAN GOAL #3:

All students will be college and/or career ready.

Alignment with LCAP Goals:

- LCAP Goal #1: **All students** will have **equitable access** to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed **to become college and career ready**.
- LCAP Goal #3 :All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and **ensure they make expected progress on statewide assessments** as well as improve overall English proficiency.

Major Preliminary Student Needs

- Students need to improve in major areas of English especially in listening and research and inquiry.
- Students need to improve in major areas of math achievement, including concepts and procedures, problem solving and communicating reasoning.

Identified Schoolwide Growth Areas

1. Despite having several intervention systems for students who are not meeting standards, we still have students whose needs are not being met. We need to evaluate the cause of these issues and create more strategies to try and offer remediation and/or look at restructuring math or Spanish pathways. On the same issue, our staff also needs to be willing to implement new strategies and programs if we find out that something isn't working.
2. Explore more ways to increase career opportunities and exposure to IPoly students including expanding the CTE pathway options in order to allow our students to complete the current pathway.
3. Increase in the percentage of students moving from one band of proficiency to the next band of proficiency in the CAASPP for ELA and math in specific strands.

ELA Goals based on Data

Student Group	22/23 CAASPP Data (Above Standard)	24/25 Goals (Above Standard)
Overall Met/Exceeded	86.4%	90%
ELA: Reading	48%	49%
ELA: Writing	58.4%	59%
ELA: Listening	23.2%	25%
ELA: Research/Inquiry	40.8%	42%

Math Goals based on Data		
Student Group	22/23 CAASPP Data (Above Standard)	2024/25 Goals (Above Standard)
Overall Met/Exceeded	52.41%	54%
Concepts/Procedures	23.39%	30%
Problem Solving	23.39%	25%
Communicating Reasoning	23.39%	25%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Evaluate math program, concurrent college options, and IPoly course curriculum to ensure students are prepared for postsecondary opportunities.	Agendas and Minutes of meetings, PLCs of math department, year over year of changes implemented and result documented in data	We will have a crosswalk of skills in courses to show the scope and sequence moving toward proficiency of preparedness for postsecondary opportunities. (Skill level alignment on IXL or NWEA to alignment of concurrent college options)
Develop systems to demonstrate higher levels of proficiency specifically in the area of mathematics	IXL Skills progression and standards set for all grade levels with math.	By the end of a given semester, at least 75% of students will increase their score by a minimum of 50 points in the continuous diagnostic assessment in IXL.
Develop systems to address the trend of low ELA performance in listening and research/inquiry skills	Meeting agendas and the system that was developed	CAASPP strand scores meet above percentage band increases.
Develop internship and work experience programs	Programs in place, approved by district	Student enrollment in each program
Increase the opportunities to trade professionals who can provide hands-on practice and demonstrations specific to their craft.	Parentsquare announcements, ASB advisor to work collaboratively with counselors and admin.	Expected 25% attendance for at least 2 speakers/events/opportunities per semester
Collaborate to determine a system to include the consistent use of Naviance at each grade level and with each teacher.	Each department has a monthly Naviance lesson designated in their scope and sequence.	100% use of Naviance by students at every grade level as shown in application.

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Develop a program at each grade level that provides academic counseling and social/emotional growth	<p>Embedded instruction on identifying and improving executive functioning skills.</p> <p>Completion of courses that addresses effective executive functions with defined outcomes for each grade</p>	CHKS survey data shows improvement in overall Life satisfaction and optimism and CA Dashboard CCI percentage remains above 95%.
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Our WASC Action Plan will be monitored and looked at by the staff each year and revised as needed to continue to move us forward in meeting our student needs. As stated earlier in our document, our plan's goals are the primary foundation in which we plan our instructional decisions as it is aligned to LACOE's Strategic Plan, our LCAP in addition to being the basis for our professional development plan each year. Staff have opportunities to collaborate with each other and as a unit revise the plan as needed each year as the needs of all educational partners shift.

Appendix

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\)](#): This includes an annual update at the beginning of the LCAP.
[LACOE Website with LCAP](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent surveys](#)
- E. [California Healthy Kids Survey Summary Results: 22-23](#)
- F. [Master schedule](#)
- G. [UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>](#)
- H. [School accountability report card \(SARC\)](#)
- I. [Graduation requirements \(Handbook page 28\)](#)
- J. [Summary of School Bud](#)

