



School Profile

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.

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. IPoly's values are the focus of the projects, ensuring that students:

- Develop **C**reativity
- Think **C**ritically
- **C**ommunicate Effectively
- Work **C**ollaboratively
- Embrace **C**ulture
- Demonstrate **C**haracter

Description Located in the sprawling East San Gabriel Valley Township, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly, with a current enrollment of 500 students, is an alternative to the large, traditional high school. The Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS).

Curriculum & Instructional Emphasis At IPoly High School, students in each grade level take the same interdisciplinary, project-based curriculum that is designed to challenge and inspire intrinsic learning. The four core subjects of math, science, social science, and English are taught in a block schedule format where students are able to work collaboratively and individually. Additionally foreign language, physical education and electives are offered that provide students the opportunity to explore areas of interest beyond the core curriculum.

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. Essential questions drive the curriculum and the projects. Content standards are woven in to the fabric of each subject area. Even when standards are not integrated into major projects, they are presented in a manner that is relevant to the student. Both formally and informally, students attest to the significance of their learning and 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 at IPoly take the same interdisciplinary, project-based curriculum that is designed to challenge and inspire rigorous learning. To that end, beginning with the 2017-2018 school year, math and science classes were reorganized to provide maximum rigor. Precalculus (11th) and Discrete Math (12th) were added as well as Physics (10th) and Neuroscience (12th) with Discrete Math becoming the first UC approved Honors level course offered at IPoly.

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 developed three dynamic concurrent college enrollment programs to allow our students to compare favorably with those at traditional high schools. All 11th & 12th grade students have the opportunity to take two college courses per semester through our Young Scholars Program at Cal Poly Pomona, Dual Enrollment with Mt. San Antonio College (Mt. SAC courses offered on the IPoly campus) or Special Admit Program through any local community college. Currently over 88% of the classes of 2019 & 2020 have taken at least one college course through the aforementioned programs. It is our goal to have 100% of graduating seniors to complete at least one college course upon graduation. This benchmark not only shows colleges students can successfully perform at the college level, it also gives students the confidence in entering post-secondary education.

Ethnic Distribution (%)

	African Am	Asian	Filipino	Hispanic	Nat. Am	Pac Islander	White	multi-ethnic	unknown
2020–2021	4	16	16	50	5	<1	10	-	-

School Awards

California Distinguished School—2009, 2013, 2019
 California Gold Ribbon School—2015
 California State Judicial Department Award—2014
 America’s Top High Schools—2016 (*Newsweek*)
 Best Public High Schools in America—2015, 2016, 2017, 2018, 2019 (*US News & World Reports*)

College

Cal Poly Pomona Young Scholars, Mt SAC Dual Enrollment, Special Admit/Community Colleges are available to 11 and 12 grade students. IPoly Class of 2020 seniors have taken:

- 270 Dual-Enrollment courses (Mt SAC courses at IPoly)
- 22 Special-Admit courses (Courses physically at the community college)
- 86 Young-Scholar courses

- 99% Acceptance rate for IPoly Students who applied to a 4-year university
- 97% Acceptance rate for IPoly Students who applied to a Cal State University
- 69% Acceptance rate for IPoly Students who applied to a University of California
- 94% Matriculating to higher education
- 77% Attending four-year college or university
- 17% Attending community college
- 1.5% Enlisting in US Armed Forces
- 4% Undecided

Projects

Grade	Semester 1	Semester 2
9	Expedition Unlimited	That’s Infotainment
10	Choose Your Adventure	Global Competition
11	Project Prometheus	The American Dream
12	Project Activism	Senior Capstone

California Assessment of Student Performance & Progress (CAASPP)

school year	result	Eng/Language Arts		Math	
		IPoly	State	IPoly	State
2016–2017	exceeded*	52%	28%	16%	13%
	met	42%	33%	35%	29%
	nearly met	7%	21%	34%	24%
	not met	0	19%	15%	44%
2017–2018	exceeded*	74%	25%	26%	13%
	met	21%	30%	39%	18%
	nearly met	3%	22%	24%	24%
	not met	1%	21%	10%	44%
2018–2019	exceeded*	59%	22%	22%	20%
	met	30%	29%	41%	20%
	nearly met	11%	22%	27%	25%
	not met	0	27%	10%	35%
2019–2020	No CAASPP testing due to COVID-19				



Debra Duardo, M.S.W., Ed.D., Superintendent
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Data Source: Academic Performance Index (API) and CDE Data Quest, except where noted otherwise.
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