

# International Polytechnic High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	International Polytechnic High School
<b>Street</b>	3851 Temple Ave.
<b>City, State, Zip</b>	Pomona, CA 91768-2557
<b>Phone Number</b>	(909) 839-2320
<b>Principal</b>	Mrs. Ginger Merritt-Paul
<b>Email Address</b>	paul_ginger@lacoedu.edu
<b>School Website</b>	<a href="https://www.ipolyhighschool.org">https://www.ipolyhighschool.org</a>
<b>County-District-School (CDS) Code</b>	19101991995869

## 2023-24 District Contact Information

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Dr. Debra Duardo
<b>Email Address</b>	duardo_debra@lacoedu.edu
<b>District Website</b>	<a href="https://www.lacoedu.edu">https://www.lacoedu.edu</a>

## 2023-24 School Description and Mission Statement

Located in the sprawling East San Gabriel Valley, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly is an alternative to the large, traditional high school with a current enrollment of 498 students. The Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS).

IPoly strives to maintain a student body that is representative of larger high schools in the Los Angeles area. Our population comes from 40 cities and represents a wide range of backgrounds and preparation. We seek a broad range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission, students must take entrance exams in English and Math, and all candidates are reviewed by an admission selection committee. At IPoly High School, all students take the same integrated project--based curriculum that is designed to challenge and inspire rigorous learning. Foundational to the educational mission of the school is the belief that all students will learn if learning is relevant to the student and experienced in a real world context. Constructivist pedagogy is basic to the IPoly program. The unique curriculum at IPoly High School is comprised of interdisciplinary coursework in math, science, social science, and English Language Arts, as well as courses in foreign language, physical education, and an array of electives. IPoly's curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, culture, character, and creativity as well as the common core and Next Generation Science standards. Standards are embedded into the curriculum in two ways. The first and most powerful is the integration of standards into student projects. The relevance of the standard is realized when it is connected to the project. Essential questions drive the curriculum and the projects. Common Core state standards are also taught discreetly within each subject area. Even when standards are not integrated into major projects, they are presented in a manner that is relevant to the student. Both formally and informally, students attest to the significance of their learning and the connections that are made to the real world.

IPoly has received several prominent awards, including the 2013 Distinguished School Award for Innovative Schools. In 2014 the California State Judicial Department awarded IPoly a Civics Merit Award for the students work in the Model Assembly project, and the mentorship component of the senior project. Most recently, IPoly High School was awarded the 2015 Gold Ribbon Schools Program Award. IPoly also earned the title of America's Top High Schools in the nation for 2020 from

## 2023-24 School Description and Mission Statement

Newsweek. Additionally, IPoly was awarded Best High Schools in California 2017, 2018, 2019 and 2020, and 2022 and Best High Schools National Rankings 2018 and for 2020, 2021, 2022, and 2023 from US News and World Report.

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

- Include a rigorous academic curriculum
- Incorporate California State Content Standards
- Satisfy University of California & California State University Courses

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	133
Grade 10	130
Grade 11	132
Grade 12	88
<b>Total Enrollment</b>	<b>483</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4%
Male	47.4%
American Indian or Alaska Native	0.4%
Asian	9.5%
Black or African American	2.7%
Filipino	12.2%
Hispanic or Latino	62.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.3%
White	7.5%
English Learners	0.8%
Socioeconomically Disadvantaged	27.3%
Students with Disabilities	4.3%

### A. Conditions of Learning **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	2.70
<b>Total Out-of-Field Teachers</b>	1.20	2.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives (9th Grade) My Perspectives (10th Grade) My Perspectives (11th Grade) My Perspectives (12th Grade)	Yes	0%

<b>Mathematics</b>	Integrated Math II - Pearson Integrated Math III - Pearson PreCalculus - 7th Ed. - Pearson Discrete Math - Pearson	Yes	0%
<b>Science</b>	CA/The Living Earth - Dis Edu Sci Techbook CA/Phy of the Uni - Dis Edu Sci Techbook CA/Chem in the Earth Sys - Dis Edu Sci Tbk Biopsychology - Pearson	Yes	0%
<b>History-Social Science</b>	Geography - Houghton Mifflin Harcourt Modern World History - Pearson Amer Nation in the Modern Era - Pearson Amer Govt - & Economics- Pearson	Yes	0%
<b>Foreign Language</b>	Realidades 1 - Pearson Realidades 2 - Pearson En Español 3 - Houghton Mifflin Harcourt	Yes	0%
<b>Health</b>	Teen Talk Curriculum	Yes	0%

## School Facility Conditions and Planned Improvements

The Los Angeles County Office of Education takes great effort to ensure that all its Educational Program sites are clean, safe and functional. The Site Safety Committee conducts a monthly inspection of each site. A Facilities Inspection Checklist is used to record conditions observed and to recommend corrective action for all unsafe conditions. If any unsafe conditions are noted during the inspection, the information is sent to LACOE Risk Management for oversight and follow-up. A request for services is sent to LACOE Building Services if on-site staff cannot correct the condition. Facility reports can be found contacting the Building Services Department in LACOE at 562-922-6111. The most recent inspection rated the overall facility as "Good" with a rating of 99.40%.

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	86	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	52	52	22	24	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	131	125	95.42	4.58	86.40
<b>Female</b>	71	68	95.77	4.23	88.24
<b>Male</b>	60	57	95.00	5.00	84.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	100.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	78.57
<b>Hispanic or Latino</b>	79	77	97.47	2.53	88.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	12	80.00	20.00	75.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	43	100.00	0.00	79.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	131	124	94.66	5.34	52.42
<b>Female</b>	71	67	94.37	5.63	49.25
<b>Male</b>	60	57	95.00	5.00	56.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	63.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	57.14
<b>Hispanic or Latino</b>	79	75	94.94	5.06	53.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	12	80.00	20.00	66.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	41	95.35	4.65	46.34
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	52.34	50.48	27.78	35.14	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	211	208	98.58	1.42	50.48
<b>Female</b>	104	101	97.12	2.88	51.49
<b>Male</b>	107	107	100.00	0.00	49.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	17	100.00	0.00	70.59
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	23	22	95.65	4.35	63.64
<b>Hispanic or Latino</b>	130	128	98.46	1.54	47.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	16	100.00	0.00	50.00
<b>White</b>	18	18	100.00	0.00	44.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	66	65	98.48	1.52	50.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	57.14

## 2022-23 Career Technical Education Programs

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

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

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	96.23

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	90.2%	95.5%	95.5%	94.7%	95.5%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Starting with our District-level inclusion of community members in projects such as the design of the LCAP, efforts are also made at the site to include parents and guardians in local decisions. PTSA representatives work with the school to fulfill grant requests and to make sure grants are compatible with the school's goals. The Shared Decision Making Team (SDM) holds annual elections and is integral in informing the school's process and organization. Additionally, the SDM studies and suggests actions to be taken regarding topics of concern. PTSA holds quarterly meetings that are used to disseminate information at the school level. We give teacher reports and administrative reports each month at executive board meetings and many times it is to increase an awareness of school activities and gather input from parents regarding decisions that are coming for the school.

Being a commuting school, our primary avenue of communication is through our email blast through Constant Contact and then responses garnered. Each month we send at least half a dozen email communications and all include contact information for the specific communication. If we desire a large portion of our parent community to respond to a communication with thoughts and feedback, we send it out in email, voice and then have written communication as well. In addition to the school activities in which parent/caregivers may become involved in the school and educational process including: Shared Decision Making Council, PTSA and volunteers are encouraged to support IPoly at all events. PTSA is actively engaged in fundraising for the school. The academic counselors also use Naviance, an online college platform to communicate to parents. Additionally each semester we have begun holding grade level townhalls for parents. These online events are organized to share all the resources the school has to offer families in addition to communicating to parents what they can expect in the coming semester in terms of academics. In addition these also cover topics ranging from Naviance, an online tool for students and parents to align their strengths and goals to post-secondary options, to Financial Aid and the college application process. We also hold an annual Career Day in which parents are encouraged to come in and share with all students the career they chose and the path that helped them reach their goals. Parents are also encouraged to attend the semester presentations of each grade level to be able to actively engage and experience the showcase and public component of each interdisciplinary project.

IPoly uses the Parent Square communication platform/app. This has allowed us to communicate very successfully with parents

## 2023-24 Opportunities for Parental Involvement

and allows us to monitor who has seen the communications and who has not. IPoly continues to update the IPoly website with current information for the public. Please visit [ipolyhighschool.org](http://ipolyhighschool.org). IPoly continues to explore ways to better communicate with our stakeholders.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	4.6	0	14.3	13.4	13.8	9.4	7.8	8.2
Graduation Rate	96.9	95.4	98.9	72.7	72.7	77.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	87	86	98.9
<b>Female</b>	37	36	97.3
<b>Male</b>	50	50	100.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	54	54	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	45	44	97.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	488	45	9.2
Female	264	258	28	10.9
Male	230	229	17	7.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	46	46	1	2.2
Black or African American	13	13	0	0.0
Filipino	61	60	1	1.7
Hispanic or Latino	310	305	38	12.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	21	21	3	14.3
White	37	36	2	5.6
English Learners	3	3	1	33.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	144	143	12	8.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	3	11.5

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.21	0.00	1.87	4.48	5.74	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

An update to the School Safety Plan was drafted, reviewed and approved by the Shared Decision Making Council in January, 2022 and approved by the County Office of Education. The Shared Decision Making Council includes students, parents, teachers and support staff. This document is a living document and is updated as needed to address any concerns or issues. A copy of the document is kept in the IPoly Office. The key elements of the Safety Plan outline evacuation locations, maps, how to confirm student attendance during a drill, and details contingency plans for a variety of incidents including disasters, child abuse, etc. The safety plan and instructions for parents, staff and students are available on the school's website at [ipolyhighschool.org](http://ipolyhighschool.org)

The School Safety Plan has the following key elements: Disaster procedures (routine and emergency), Family Reunification Plan, Safe and orderly school environment plan, rules and procedures on school discipline, procedures regarding teacher notification of dangerous students pursuant Ed. Code 49079, child abuse reporting procedures, sexual harassment policy, bullying/harassment policy, hate crime reporting procedures, and provisions of any school wide dress code.

This school year, 2023-2024, our Safety Planning Committee has met four times in the fall to revise our disaster drills and procedures, update the plans and has led meetings with the whole staff to review updated procedures then conduct drills. The team is collaborative and works together to ensure needs are being met and concerns are heard and addressed in order to maintain a school that is safe, clean and an orderly place that nurtures students both academically as well as social-emotionally. IPoly has a culture that is characterized by trust, professionalism and high expectations for all students and staff. We strive to continue this positive and safe school climate that exists here. The committee has helped to develop a comprehensive safety plan that allows for this to happen. With the onset of the pandemic, safety protocols were implemented and we continue to follow health of safety guidelines including the OSHA/CPP and CPVID 19 Protocols for PreT-K12 Schools. These plans are also living documents and as the California Department of Health updates their COVID protocols, then the document is also updated.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	26	8
Mathematics	27	3	26	7
Science	26	5	25	8
Social Science	27	4	25	9

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	241.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	15,459	1,690	13,768	92,483
<b>District</b>	N/A	N/A	23,076	
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,607	
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

A wide variety of services are provided to students based on individual needs. For example, IPoly offers 504 and Individual Education Plan accommodations for those students who qualify and individual plans are developed in collaboration with students, family, academic counselors, faculty and support staff. Teachers hold office hours every week to provide tutoring and additional support for students. All students are offered breakfast and lunch under our universal meal program. Two academic counselors are available for students in addition to a social worker and two mental health interns. IPoly also has staff who make up an Instructional Support team and help identify students needing additional support on our multi-tiered system of support (MTSS) either academically, social emotionally or with attendance. Beginning in the 2016-17 school year we added staff to be able to present students and their parents with strategies and skills to develop and explore meaningful opportunities, expand student and parent knowledge of college and career pathways, and create a college-going culture on campus. Since that time we have continually looked at developing our concurrent college enrollment program and had 87% of the class of 2023 eligible seniors taking a college class while enrolled at IPoly.

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

Other types of services/programs funded include:

- Paraeducators
- Tutoring
- Naviance
- Education Specialist
- Academic Monitor
- Google Enterprise
- One to One
- DigiCoach
- Math and English IXL
- NWEA

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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

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

## Professional Development

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

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2