SELF-STUDY REPORT

INTERNATIONAL POLYTECHNIC HIGH SCHOOL

GOLD RIBBON SCHOOLS · CALIFORNIA DEPARTMENT OF EDUCATION

A CALIFORNIA DISTINGUISHED SCHOOL
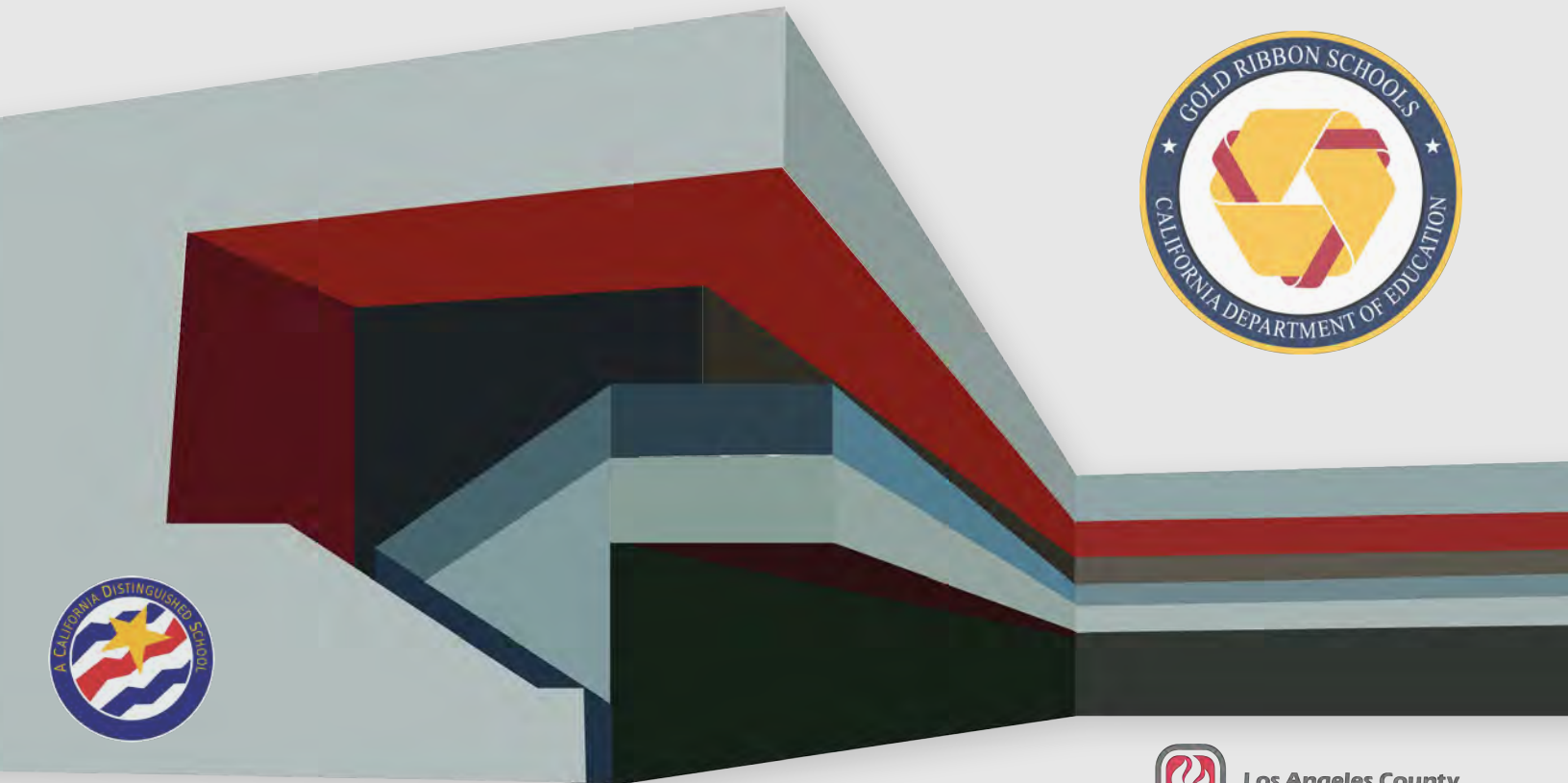
Los Angeles County Office of Education

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A World of Learning

INTERNATIONAL POLYTECHNIC HIGH SCHOOL
SELF-STUDY REPORT

3851 W Temple Ave
Pomona, CA 91768

Los Angeles County Office of Education

April 23 – April 25, 2018

ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition

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PREFACE

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 students all take the same integrated, project-based curriculum that is designed to challenge and inspire rigorous learning. All of the courses are college prep and University of California, a-g approved.

IPoly's curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, and creativity, culture, and character as well as the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS 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. CCSS 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.

The organizational structure at IPoly empowers teachers and provides them with considerable autonomy. Shared decision-making, which requires input from parents, students, faculty, staff, and administration, is the norm. The school is structured around teamwork. Teams are established at all levels. Teachers at IPoly design integrated curriculum across the disciplines. The IPoly master schedule supports common planning time; collaboration and teaming is given first priority. Teachers utilize their daily preparation period to meet with their grade-level colleagues in true professional learning communities focused on making timely decisions about student learning, to discuss curriculum and program adjustments, and to review student support needs. With the small population of students and the common teacher preparation time, students do not get lost in the system. Our students get to know their teachers and the teachers get to know the students.

The School-wide WASC Action Plan and the District's Local Control Accountability Plan (LCAP) have both contributed to the refinement and implementation of school-wide goals. Our 2012 WASC self-study has been a living document, which we have used to improve our practice as a school. The follow-up for the action plan has been a school-wide effort. The IPoly faculty and staff have been diligently and deliberately maintaining a focused follow-up process for both our WASC Action Plan and the Visiting Committee recommendations.

Four of the primary arenas for sustaining the implementation of our Action Plan Goals and fulfillment of the Visiting Committee recommendations have been:

1. Meeting of the Shared Decision Making Council (SDM)

2. Regular and planned meetings between the leadership team and the faculty.

3. Regular planning sessions between grade level teams and content teams.

4. Summer professional development.

Every 1st Friday of the month, a group representative of parents, students, teachers, staff and administration participate in the IPoly Shared Decision Making Council. SDM is a joint planning and problem solving process that provides all stakeholders an equal voice, equal responsibility, and equal

participation in decisions that affect student achievement and the school environment. This group of stakeholders meets regularly to discuss important issues including the school action plan, review of data, school related issues and celebrations.

As part of the master schedule, we have built in a minimum day for students and 1.5-hour period for staff development each Friday. These staff development days were used in a variety of ways: to review individual students' data, school-wide data and program review. These Friday staff meetings were an invaluable tool in addressing and revising our school-wide action plan. The collaboration and professional development in our Friday meetings were spent looking at information and findings of student achievement–information and findings that helped in the preparation for this mid-year report. All departments and grade level teams have worked arduously to meet the goals of the Action Plan.

As of the 2017-2018 school year, the Friday afternoons were planned as follows:

- 1st Friday = Shared Decision Meeting
- 2nd Friday = Department Meeting
- 3rd Friday = WASC (Data Analysis and Focus Group Meetings)
- 4th Friday = Professional Development

A critical aspect of the continuing development and improvement of our programs is the regularity with which teacher teams–both grade-level and content–meet and engage in professional discourse. These teams meet at least twice a week for one block (86 minutes) allowing for common planning and collaboration. Teachers utilize this time to meet with colleges to look at their practice critically, which is essential to the growth of student achievement. They make timely decisions about curriculum, ways to support students, as well as program adjustments. IPoly teachers are empowered to make decisions about learning and instruction in ways that are not typical of most schools.

Additionally, during the month of January and February 2018, we determined one day a week in which all grade level teams met with the co-chairs to review and refine the WASC 2018 report. We wanted to ensure that all faculty and staff had input in each focus area and with a concentrated look at the data that has informed changes and decisions surrounding our school. During February 2018, all parents and students were invited to a Saturday to review and make suggestions to the final action plan. Between these two efforts, the final WASC analysis has been a collaborative and informative process to all stakeholders.

It was the decision of the administration to develop several surveys to assess the school community's needs and concerns. These surveys were tailored to the teachers, parents, and student communities. School Administration felt that it was critical to develop personalized surveys that would garner critical information from the three core stakeholders. The digital surveys were created using an online website called Survey Monkey and distributed to all groups via email. Constant Contact, our email communication, and the IPoly High School website were channels used in order to gain full participation from all stakeholders. These surveys allowed for administration to obtain immediate data that was used to identify areas of strength as well as areas of concern.

CHAPTER I:

Progress Report
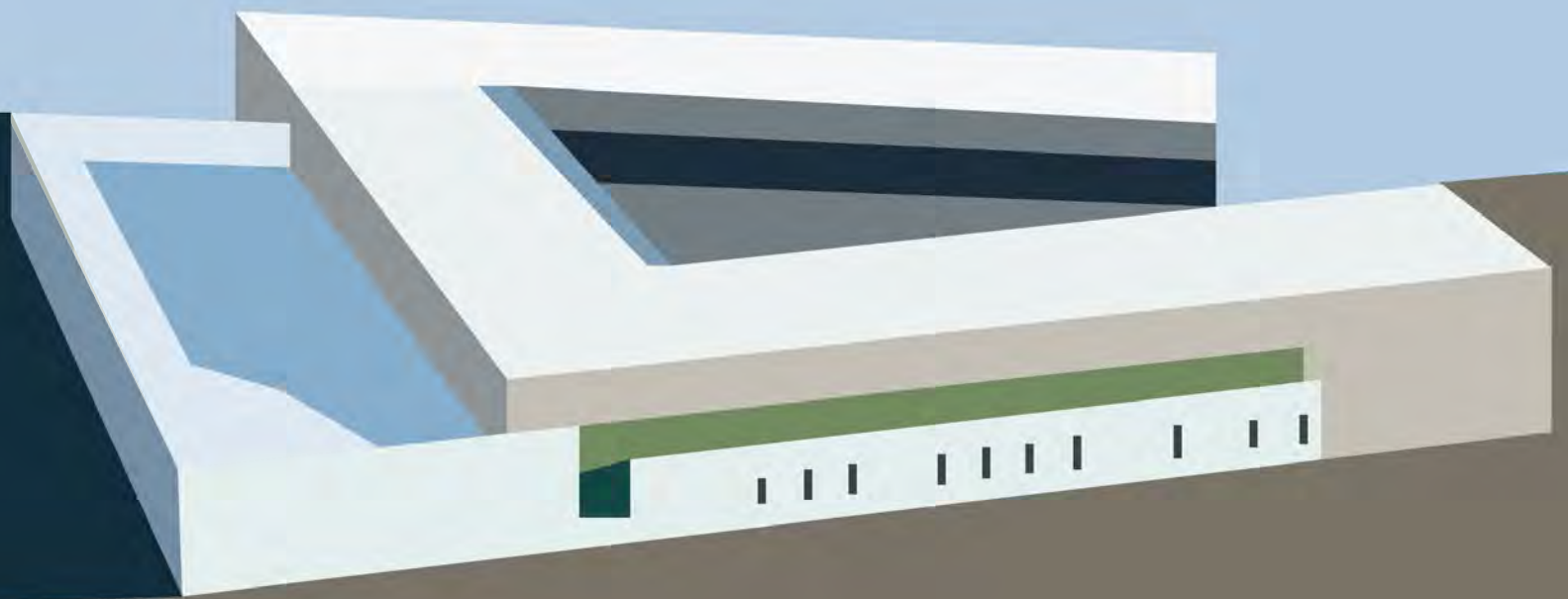
CHAPTER I: PROGRESS REPORT

Significant Developments and Ongoing Improvements

Since our full WASC visitation in March of 2012, we have seen many changes, from personnel to the physical plane to the new focus on student needs.

In August 2012, just six months following our WASC visit, a new and exciting era began for IPoly. After holding classes in portable buildings located on Cal Poly Pomona's parking lot for over two decades, a new 21-classroom, $20 million state-of-the-art facility was finished. The beautiful, new two-story IPoly facility features interactive Smart Board technology in every classroom, a computer lab with 36 Mac desktops, and a video production classroom. This facility has provided a permanent home for students and staff, augmenting the possibilities for student learning and curriculum expansion. The eco-friendly, two-level building, complete with solar panels, automatic motion sensors, and water conservation methods, among other green innovations, sits on 1.5 acres of land on Cal Poly's campus and was awarded the LEED Silver Certification for Schools.

From 2012 to 2017, IPoly High School had several changes in leadership. In June 2012, Elsa Martinez, a long time IPoly Principal, retired. The following 2012-13 school year, Bruce Peterson served a one-year tenure until IPoly welcomed Jennifer Flores as the principal for the 2013-14 school year. Having served as IPoly's Assistant Principal from 2004 to 2007, Ms. Flores provided a much-needed stability with her return. In 2014, new Assistant Principal, Susan Sarrategui, became part of the IPoly team, along with new Administrative Secretary, Maria Romero. In 2017, Ms. Flores joined LACOE as the Assistant Director for Human Resources and was subsequently replaced as Principal by Ms. Ginger Merritt-Paul, who had previously served within LACOE's Educational Programs as the first Instructional Technology Coordinator. Despite these numerous changes in administration, IPoly's foundation remains strong due to the incoming leadership's familiarity with IPoly's mission and vision as past LACOE employees. Overall, this has contributed to a continuously positive school climate.

Over the past five years (2013-17), IPoly has undergone several teaching faculty changes, as well as faculty additions, to address critical school needs. The seven faculty members that have left IPoly provided an opportunity for administration to enhance grade-level teams and faculty collaboration. After several years of working together, grade level teams were restructured in 2016 in order to afford new faculty an opportunity not only to learn from veteran IPoly teachers, but also to add new perspectives and vision to IPoly.

As a specialized school, IPoly operates under the auspices of Los Angeles County Office of Education (LACOE) and reports to Educational Programs. Therefore, IPoly is not afforded the same benefits as those in a traditional public school district as they relate to the hiring of staff. Educational Programs is comprised of Juvenile Court Schools, Alternative Education Schools, and Special Education Schools, in addition to two specialized high schools, IPoly and Los Angeles County High School for the Arts. All teachers within these four entities belong to the same teacher union; therefore, hiring and movement are based initially on seniority and credentialing. This in the past six years has resulted in a number of our staff receiving a yearly Reduction in Force letter and the automatic replacement of two of our staff. Because of IPoly's unique curriculum and structure, the teachers who typically work in the other three

entities are generally not well-suited to thrive in our environment.

At midterm, the change of the entire Special Education team was reported. The following year, due to staff movement and transitions, IPoly received new SPED staff, including the psychologist and speech therapist, respectively, Teresa Duez and Kristine Tom. During the 2017-18 school year, long time resource teacher, Oladapo Ariyo, left LACOE and moved to a district closer to his home. Due to this recent change, the Resource Teacher position is currently filled with a LACOE substitute Resource Teacher, and new candidates are currently applying.

In addition, IPoly has welcomed other staff members to enhance the school's curriculum, namely the Dean of College Admissions, the Writing Coach, and the Instructional Media Specialist. The hiring of the new Dean of College Admissions was a decision made after reviewing stakeholder survey data, serving to help our students and parents navigate the college admissions process. The Dean of College Admissions also helps build to build partnerships with colleges and the community in order to help our students succeed. The Writing Coach actively collaborates with the English department to provide in-class support for students in the form of one-on-one conferences, co-teaching in all grade-level English classes, and supplemental instruction, while the Instructional Media Specialist provides technical support for both faculty and students, in addition to reinforcing IPoly's use of instructional technology in the classroom.

Another significant change since the prior WASC visit has been the implementation of the new Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the adoption of new assessments, including the California Assessment of Student Performance and Progress (CAASPP), which consists of the Smarter Balanced Assessment Consortium (SBAC). As of the 2017-18 school year, we have begun to transition from California English Language Development Test (CELDT) to the English Language Proficiency Assessments of California (ELPAC). All of our faculty and staff have attended numerous conferences and participated in professional development designed to facilitate our students' success with the new assessments. Additionally, our interdisciplinary Project-Based Learning (PBL) instruction has helped us meet the challenges of successfully implementing the Common Core. The marriage of the IPoly PBL instructional model and the CCSS is a natural one since PBL requires students to read, research, and analyze information to solve authentic and engaging real-world problems.

All of IPoly's academic curriculum is UC and CSU approved. All students are required to follow a singular curricular path. When students complete the college preparatory course of study upon graduating IPoly, they have met the a-g requirements. As instructional leaders, we are continually monitoring our pedagogy and instructional practice to ensure that our students are receiving an education that will make them competitive for their college and career aspirations. Therefore, in 2013, the decision to move from an integrated science class to a single subject science class was made to continue to provide our students with instruction that aligns with Common Core and the Next Generation Science Standards. The new UC-approved science course progression in 2013 was Environmental Science, Biology, Chemistry, and Integrated Science IV. Beginning in 2017-18, we realigned our course progression to better meet the needs of every student, further preparing them for college admissions and career opportunities. The new science course progression is Environmental Biology, Physics, Chemistry, and Neuroscience. In addition, in 2013, a new course was added to the 9th grade course list titled Physical and Human Geography.

Furthermore, the introduction of the Common Core provided an opportune moment to make significant changes to our mathematics curriculum. IPoly is one of a growing number of schools that have moved to an integrated mathematics pathway. Another opportunity that presented itself with the implementation of the CCSS was the updating of our PBL projects. The updating and changing of the PBL projects at each grade level is important to ensure we are meeting the needs of our students and preparing them for

college and/or a career. The changes made help to give our students the essential 21st century skills in areas such as problem-solving, critical thinking, adaptability, initiative, creativity, collaboration, and communication. Our hope is that the PBL projects will enable our students to compete in this ever-changing, fast-paced world.

One of the most significant positive changes has been the restructure of our admission policy. Under the old policy, student applications to IPoly were taken on a first-come, first-served basis. During the 2012-13 school year, admission was not on a first-come, first-served basis, but the students who met all the application requirements were entered into a lottery drawing. Administration and staff agreed that this was a more appropriate and fair process, and it helped maintain our diverse population of students. In addition, this process helped increase our enrollment by approximately 10%. Starting in 2017-18, the admission process was reexamined once again. In order to provide a transparent process in addition to maintaining our equity and access to all incoming students from an array of districts with varying degrees of implementation of CCSS, the new admission assessment in both math and English was redesigned. Faculty and staff came together to analyze admission data and teams rewrote both admission assessments to be implemented for the incoming Fall 2018 admission process.

Over the last three years, our partnership with Cal Poly Pomona has grown. Each year, not only do we have an active MOU in place for our Young Scholar program, we have applied for the privilege of hiring Cal Poly students through the Federal Work Study program to tutor our students after school. The success of the program has been dependent on the availability of Cal Poly students who are qualified to receive federal student aid. Unfortunately, in Fall 2017 none of the students referred to IPoly were eligible. To continue to provide tutoring services for our students after school, we identified upper level IPoly students who were willing to provide tutoring on campus four days a week.

Additionally, during the 2015-16 school year, a new partnership with University of La Verne was formed, and IPoly was able to collaborate with a counseling intern. At the time, results of IPoly's parent and student survey revealed that 62% of the graduating Class of 2015 were first generation college attendees. Faced with a growing number of students whose parents have not undergone the college experience and who cannot adequately guide their child through the complicated waters of college admissions and life path options, IPoly decided to hire a Dean of College Admissions to put additional programs and supports in place to enhance the education of parents, students, and faculty. Our Dean has created new avenues for our students to realize their postsecondary college and career aspirations. The counseling intern with LaVerne lasted the one year but gave us ideas on how to better use a new position to support college admissions.

Since the last WASC visit, 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 committee system, the Model Assembly project, and in the mentorship component of the senior project. In 2015, IPoly High School was awarded the 2015 Gold Ribbon Schools Program Award and recognized for Educational Achievement in Los Angeles County. Only 180 high schools in the state were awarded this honor. The focus of our application was to weave

together our project-based learning approach and the California Common Core Standards to show how we prepare students for postsecondary aspirations. In 2016, IPoly was recognized by Newsweek as one of America's Top High Schools. In 2015, 2016, and 2017, *U.S. News and World Report* recognized IPoly as one of the best high schools in America, awarding IPoly a Bronze Medal for being a high-performing school based on state exam performance and college and career readiness. Only 33% of all high schools in America received recognition by *U.S. News and World Report*. Additionally, IPoly received the Student Success Grant twice by our district.

From the last WASC report to 2014, the entire staff and student body continued to use the school's Expected Schoolwide Learning Results (ESLRs) developed prior to the last WASC visit. The ESLRs established a vision of what traits a successful IPoly graduate possesses so that they are prepared for their postsecondary experiences. However, like everything we do at IPoly, we decided to take the ESLRs to a higher level by incorporating the 6 Cs of IPoly (6 Competencies for students to develop and master upon graduating from high school). During the 2016-17 school year, all stakeholders engaged in a process of redefining IPoly's vision, mission, and school goals. The results of this were the adoption of a new vision and mission, which led to identifying the 6 Cs as our core values and creating six components per competency related to personal, social, and academic growth and development. The competencies that drive all curricular and organizational decisions are Think Critically, Communicate Effectively, Work Collaboratively, Embrace Culture, Demonstrate Character, and Develop Creativity.

To summarize, the school changes IPoly has undergone have been universally positive and significant. Our site has enjoyed the opportunity to experiment and grow over the past five years. We are confident that the changes in curriculum, the implementation of new programs, and the acquiring of new staff and supports are helping us address the needs of all IPoly students and ensuring their academic success now and in the future.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP:

Original Critical Academic Needs Identified by International Polytechnic High School from the 2012 WASC Self-Study:

- **Original: Action Plan Goal 1:** *Strengthen all students' effective use of basic learning strategies i.e. organizational skills, note-taking, critical thinking skills, and study skills in order to increase achievement in all content areas and support college readiness.*

- **Original: Action Plan Goal 2:** *Increase our capacity for supplemental student support in the area of mathematics and science (i.e. courses outside the regular school day, tutoring, in-class support and addressing the sequence of math instruction).*

- **Original: Action Plan Goal 3:** *Continue to address student retention.*

- **Original Action Plan Goal 4:** *Continue to identify and develop a common vocabulary and common skills that will span the grades 9-12 and improve communication about curriculum across grade levels; include all subject areas.*

- **Original Action Plan Goal 5:** *Determine a means by which to conduct student academic self-assessment at mid-and end of semester, possibly including the ESLRs.*

- **Original Action Plan Goal 6:** *Continue to seek funding sources for IPoly.*

Goal 1	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**	**Goal 6**
1	2	3	4	5	6
Strengthen all students' effective use of basic learning strategies	Increase our capacity for supplemental student support in the area of mathematics and science	Continue to address student retention.	Continue to identify and develop a common vocabulary and common skills	Determine a means by which to conduct student academic self-assessment	Continue to seek funding sources for IPoly

In the Visiting Committee's report from 2012, they recommended ten activities to support the growth of IPoly in the next six years:

- *Revisit the practice of student self-assessment of academics and ESLRs*

- *Continue development of the IPoly Project-Based Learning Workshop.*

- *Seek funding to increase opportunities for professional development.*

- *Examine various approaches to teaching mathematics in order to meet the needs of students with varying math abilities while maintaining the integrity of the heterogeneous grouping philosophy.*

- *Explore a mentoring program that links each student to a specific faculty or staff member. This mentor would provide encouragement, support, and advisement throughout the student's four years at the school.*

- *Implement academic skills electives to better support student success.*

- *Continue to seek and sustain funding for summer work for teachers so that projects and curriculum can be revised, updated, and aligned.*

- *Problem-solve the limits of AERIES in regards to accessing student grades by all teachers for more effective one-on-one student and teacher assessment.*

Each of the above recommendations was addressed thoroughly in our midterm report submitted in 2015 and we, as a school, addressed each area thoroughly by the 2015 mid-term report.
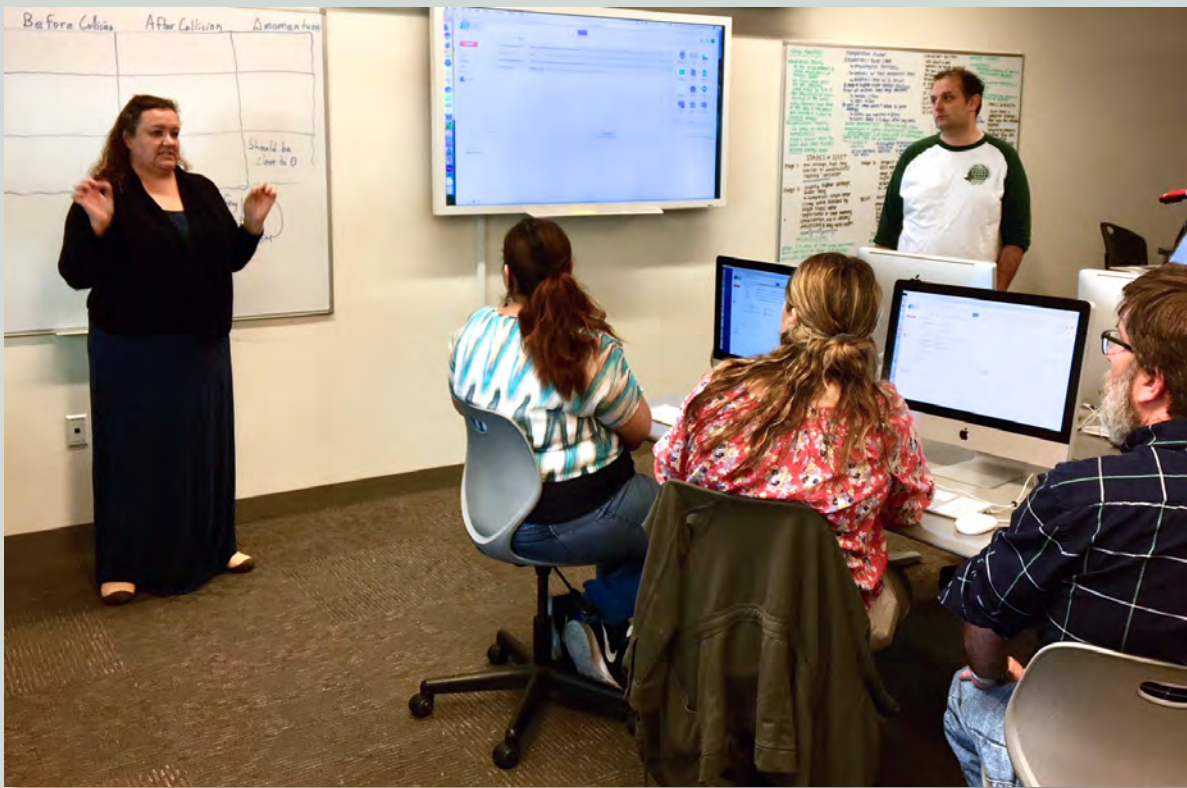
Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals:

Goal 1
Strengthen all students' effective use of basic learning strategies

Goal 2
Increase our capacity for supplemental student support in the area of mathematics and science

Goal 3
Continue to address student retention.

Goal 4
Continue to identify and develop a common vocabulary and common skills

Goal 5
Determine a means by which to conduct student academic self-assessment

Goal 6
Continue to seek funding sources for IPoly

Original Action Plan Goal 1:

Strengthen all students' effective use of basic learning strategies i.e. organizational skills, note-taking, critical thinking skills, and study skills in order to increase achievement in all content areas and support college readiness. These strategies should be common throughout grade levels.

Rationale from 2012:

By analyzing data and identifying students who scored basic or below basic on a minimum of one core subject, faculty analyzed assessment results and additional project and core assignments and concluded that these students struggle with, and need support in, basic learning strategies and complex thinking. Teachers also noted that many students are not prepared to think critically. Results of the self-study concluded that by improving basic learning strategies all students would improve on CST, project and core assignments, EAP and SAT tests.

IPoly had been tasked to fulfill Action Plan Goal 1 by meeting the below growth targets. We determined that all four of these growth targets could be met holistically by focusing on encouraging, supporting, and improving higher-order and critical thinking skills. Based on data, we have met all four growth targets.

1. *Decreased percent of students scoring basic or below on STAR testing (CAASPP)*

    a. During the 2015-16 and 2016-2017 CAASPP administration, we had 0% of students scoring "standard not met" in ELA and we had a 4% increase in "standard not met" in math. However, during the last administration of CSTs, 24% of our students scored basic or below on the CST and approximately 58% of students scored basic or below on average math subsets. If we do a direct correlation between CAASPP "standard not met" and CST "below basic" and "far below basic", IPoly has an average of 27% scoring "below basic" on the average Math CST, as compared to 0% on the CAASPP.

    b. Improved passing percentage of the EAP and increased scores on the SAT

2. *As noted in Chapter 2 (see page 60), SAT scores have improved annually over the last three years in*

both math and verbal/writing. With approximately the same number of students taking the SAT each year, IPoly students scored an average of 26 points higher on the math and 74 points higher on the English.

    a.   As seen on the chart below, EAP scores have steadily increased over the last five years except for the 13% dip we experienced in mathematics this last year.

Class of:	2013	2014	2015	2016	2017
EAP English	61%	66%	88%	96%	93%
EAP Math	42%	39%	58%	63%	50%

3. *Improved note-taking, study and organizational skills*

    a.   This is anecdotal data from teacher surveys that students have overall increased in their ability to take notes during class time. This is evidenced by their binder or portfolio checks in various classes in addition to being better organized and prepared throughout the project based learning assessment.

4. *Increased evidence of higher-order thinking/critical thinking in written and presentation assignments*

    b.   Increased scores from year to year on high stakes test, such as ACT, SAT, and CAASPP.

    c.   Data from grade-level project exit meetings with teachers.

Content and grade level teams developed and implemented common strategies in order to support our students' learning needs. The English department agreed upon using Common Core State Standards writing rubrics to administer three writing types (narrative, informative, and argumentative) across the grade levels. This ensured that students were familiar with department expectations and led to improved writing performance. The Social Science department developed a scope and sequence to improve research, writing, and note-taking skills. The Math Department purchased 80 TI-Nspire calculators to address higher-order computational tasks. They also realigned their curricula to reflect a more rigorous college preparatory program. The Science department realigned their curricula as well, drawing upon the research-based Physics First program and moving Physics (which was previously taught in Integrated Science IV) to the 10th grade year. The Neuroscience class was created to be a higher-level biology course and provide an opportunity for higher-level critical thinking. The Physical Education department implemented one paper per semester for 9th and 10th graders, supporting the core departments in their pursuit of improvement in research and writing skills.

In conjunction with our focus on higher-order and critical thinking skills, we addressed student concerns regarding college readiness. We determined that there was a need for more test preparation which we addressed by providing SAT practice sessions for junior students in math and English classes. A Writing Coach was hired in the 2015-16 school year to support the English department in providing individual student support for academic writing. We also implemented a Senior Summer College Workshop in 2017 to assist incoming seniors with the college admissions process, as well as the development and revision of personal statements.

All of these strategies would not have succeeded without a strong foundation of study skills. Therefore, we implemented a Math and English Boot Camp for incoming freshman students, which served to prepare them for the demands and rigor of IPoly. In addition, we also hired Cal Poly Work Study Program tutors to work with IPoly students after school.

Goal 1
Strengthen all students' effective use of basic learning strategies

Goal 2
Increase our capacity for supplemental student support in the area of mathematics and science

Goal 3
Continue to address student retention.

Goal 4
Continue to identify and develop a common vocabulary and common skills

Goal 5
Determine a means by which to conduct student academic self-assessment

Goal 6
Continue to seek funding sources for IPoly

Original Action Plan Goal 2:

Increase our capacity for supplemental student support in the area of mathematics and science (i.e. courses outside the regular school day, tutoring, in-class support and addressing the sequence of math instruction).

Rationale from 2012:

In analyzing the CSTs, we have found many students scoring basic or below in Algebra II, Geometry, and Chemistry. We also have too many students performing below average in Integrated Science IV and Statistics at the senior level.

Growth Targets:

1. *Improved scores on the Algebra II, Geometry, and Chemistry CSTs*

    a. Since CST testing was replaced by CAASPP, we do not have specific subtests to compare in these three subtests.

2. *Fewer students earning a CR/NC in Physics and Statistics at the senior level*

    a. We have realigned our grading system and our course offerings and since the alignment with CCSS and NGSS, we have fewer students receiving a "D" or "F" in these classes, as evidenced by grade analysis.

    NOTE: As of the current school year, the following course offerings have changed, per Common Core and Next Generation Science Standards:

    - Integrated Science I was replaced with Environmental Biology in the 2013-2014 school year
    - Integrated Science II was replaced with Integrated Biology in the 2013-2014 school year
    - Integrated Science III was replaced with Chemistry in the 2013-2014 school year
    - Algebra I was replaced with Integrated Math I in the 2014-2015 school year
    - Geometry was replaced with Integrated Math II in the 2014-2015 school year

- Algebra II was replaced with Integrated Math III in the 2014-2015 school year
- Integrated Science IV was replaced with Statistics in the 2014-2015 school year
- Integrated Math I was replaced with Integrated Math II in the 2017-2018 school year
- Integrated Math II was replaced with Integrated Math III in the 2017-2018 school year
- Integrated Math III was replaced with Precalculus in the 2017-2018 school year
- Statistics was replaced with Discrete Math Honors in the 2017-2018 school year
- Integrated Biology was replaced with Physics in the 2017-2018 school year
- Integrated Science IV was replaced with Neuroscience in the 2017-2018 school year

Overall, IPoly has shown great improvement in supplemental support in mathematics and science. Over the last two years, each of the math and science classes has undergone a shift from the California State Standards to Common Core and Next Generation Science Standards. Consequently, the Mathematics and Science departments were realigned. The Mathematics department created Integrated Math II (9th Grade), Integrated Math III (10th Grade), Precalculus (11th Grade), and Discrete Math Honors (12th Grade). From 2013-17, a Calculus class was also offered; it began as an after school program and eventually became an elective. The Science department created a new course structure and progression, including Environmental Biology (9th Grade), Physics (10th Grade), Chemistry (11th Grade), and Neuroscience (12th Grade); Integrated Science IV and Integrated Biology were removed. As mentioned in Action Plan Goal 1, Physics (which was previously taught as part of Integrated Science IV) was moved to 10th grade, per the research-based Physics First program. The Neuroscience class was created to provide opportunities for higher-level thinking. Each of the new classes employed UC-approved course outlines. The realignment of math and science course progressions has also helped to support students in their postsecondary readiness and endeavors.

IN	Environmental Biology	Integrated Biology	Chemistry	Integrated Math I	Integrated Math II	Integrated Math III	Statistics
OUT	Integrated Science I	Integrated Science II	Integrated Science III	Algebra I	Geometry	Algebra II	Integrated Science IV

IN	Integrated Math II	Integrated Math III	Precalculus	Discrete Math Honors	Physics	Neuroscience
OUT	Integrated Math III	Integrated Math II	Integrated Math III	Statistics	Integrated Biology	Integrated Science IV

These classes were changed to address the scores of the Math CST and CAASPP. The 2013 CST scores were as follows: Algebra I CST scores showed 62% of the students at proficient and advanced bands; the Geometry CST scores showed 42% of the students at proficient and advanced bands; the Algebra II CST scores showed 25% of the students at proficient and advanced bands. In 2016, CAASPP was administered for all IPoly juniors. 63% of the students met the state standards, the equivalent of proficiency/advanced. The CAASPP in 2017 had 49% of the students meet the standard. The 2016 CST Biology scores had 82% of the students attain proficient or advanced levels, and the 2017 CST Science scores had 87% of the students attain proficient or advanced levels.

Beginning in 2016, IPoly partnered with local community college, Mount San Antonio College (Mt. SAC) to track college entrance assessments in math. The results indicated that approximately 40% of IPoly juniors were eligible for dual enrollment classes that would provide college-level math instruction and college credit upon completion of the class. This partnership with Mt. SAC allowed for the dual enrollment classes to be taught by Mt. SAC professors but conducted on IPoly's campus. During Fall 2017, Elementary Statistics (Math 110) was taught and had 32 students enrolled with a pass rate of 98%. Both Mt. SAC and IPoly initially determined to offer Precalculus (Math 160) in Spring 2018, but upon further review, course enrollment was postponed due to the requirement for an additional assessment. IPoly and Mt. SAC continue discussions regarding appropriate support for mathematics pathways so students can transition successfully to college level mathematics. Dual enrollment classes are also offered in other content areas, primarily English and social sciences.

The Mathematics Department has also offered supplemental classes and utilized the online student support platforms Pearson Realize, Khan Academy, and Math XL. These online learning management systems include digital curriculum and supplemental learning activities that students may access as often as necessary beyond classroom use. Math XL and Khan Academy have been used since 2012; Pearson Realize has been used since 2016.

Beginning in 2015, incoming 9th and 10th grade students were encouraged to enroll in Math Boot Camp over the summer for remediation and preparation. Academic Support electives were implemented to support struggling students in all areas, among these a Math Support elective. As of the 2017-18 school year, both of these classes are taught by Math faculty. In addition to the support electives, students may avail themselves of peer tutors (from 2013 to present) and Cal Poly Pomona tutors (from 2013-2017). This allows for students proficient in Math to demonstrate leadership and assist struggling students, tutoring and monitoring their progress after school for 90 minutes, four days a week.

Goal 1
Strengthen all students' effective use of basic learning strategies

Goal 2
Increase our capacity for supplemental student support in the area of mathematics and science

Goal 3
Continue to address student retention.

Goal 4
Continue to identify and develop a common vocabulary and common skills

Goal 5
Determine a means by which to conduct student academic self-assessment

Goal 6
Continue to seek funding sources for IPoly

Original Action Plan Goal 3:

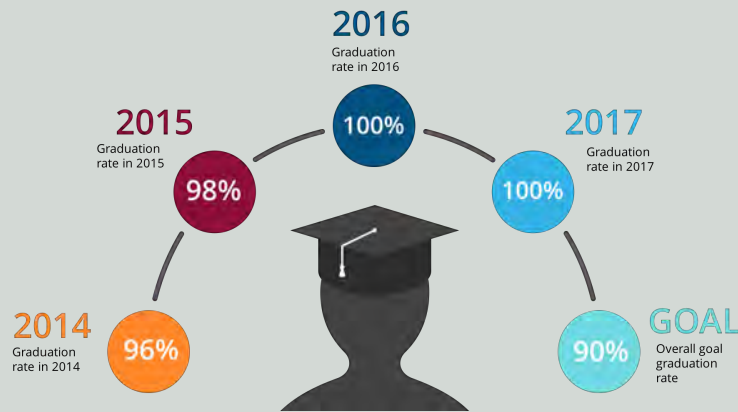Continue to address student retention

Rationale from 2012:

As of the 2011–2012 school year, IPoly lost 16-18% of students each year. We have a 72% retention rate. We start with 140 students at the 9th grade year, and we graduate 105-112 each year. We need to be able to help those students and support their success at IPoly; it is a human loss as well as a financial one (ADA). Students indicate the following reasons for leaving:

1. *Too hard to get a 4.0 GPA with our alternate grading system*

2. *Difficulty making up courses that are CR/NC*

Growth Targets:

1. *Increase yearly retention rate*

   a. The retention rate has improved over the years due to a more concrete process of selecting students who can be successful at IPoly and consistently analyzing the students at risk of failing and putting supports in place to help them be successful. In 2012 our retention rate was 72%, those students who came in as freshman and stayed through their senior year. For the class of 2017 our retention rate was 75%. We reduced our annual student loss from an initial 16% in 2012 to 5% in 2017. Our yearly retention rate was an average of 95% in 2014 and we remain at about a 95% retention rate with a loss of 5% of students each year.

2. *Achieve a 90% graduation rate*

   a. Graduation rate in 2014 was 96% and has hovered from 98% to 100% over the last three years. There is a difference in reported graduation rate on a public level because some years our scores for a variety of data points at the state level were reported as an aggregate percentage with Juvenile Court Schools and even though it is reported an IPoly data point it takes into consideration other schools in our district.

2016
Graduation rate in 2016
100%

2015
Graduation rate in 2015
98%

2017
Graduation rate in 2017
100%

2014
Graduation rate in 2014
96%

GOAL
Overall goal graduation rate
90%

IPoly High School has identified student retention as a key area for improvement. IPoly has greatly reduced the the loss of students over the past six years. From an initial calculated loss of 16% of students per year, in 2016-2017 our yearly loss was 5% of students. To discover the reason for this student loss, IPoly's Academic Monitor records the reasons for student withdrawal from enrollment and we saw a trend of two factors: Students are concerned with the rigor of IPoly's curriculum and graduation requirements, as well as parents reporting transportation issues. As a commuting school that has families from 40 cities across Southern California, we will always have students and families whose living situations change and transportation becomes a stumbling block. However, we have put things on place including a list of families willing to participate in carpooling from each city. To better address enrolling students that are a good match for IPoly's specialized curriculum we have revamped the admission process, including more stakeholders being involved in the process, more parent student information nights, and school shadowing days.

IPoly had an alternative grading system for much of its history. This grading system was based on the concept of proficiency, however, our student transcripts translated poorly to the college and university system when students applied for entrance. Originally this was addressed by including a transcript key but it was quickly discovered this wasn't enough to communicate our system to admissions officers and discussions began in 2014 regarding changing to a more traditional system. The change to a non-weighted standard A-F scale occurred during the summer of 2016. This change made it easier to parents and students to understand our grading system and helped alleviate the challenge for students who wanted to get a 4.0. Teachers had to readjust their grading system, removing it from proficiency and adopting a standards-based approach resulting in higher grades overall.

Summer Program
Math support summer program was adopted in 2015 for incoming 9th graders struggling in mathematics.

Peer Tutoring
Successful IPoly upper-class students are matched with struggling 9th and 10th graders

Tutoring
Math and science programs were established to aid struggling students

Cal Poly Mentors

Writing Coach
A writing coach was hired in the 2015-2016 school year to reduce failing grades in English

Results
Due to these changes, we have seen a reduction in failing grades and our annual graduation rate has improved

To help reduce the number of students receiving failing grades and requiring recovery classes, we established several summer programs. A new math support summer program was adopted in 2015 for incoming 9th graders who we identified with lower than average math skills. 10th and 11th grade students who exhibited a need were also able to attend. Two tutoring programs were started to work with students struggling in math and science. One program hired Cal Poly college students to work in our after-school computer lab to assist students in our drop-in environment in math and science. The other program is peer tutoring, where successful IPoly upper-class students are matched with struggling 9th and 10th graders to help them find success in all areas.

To improve student writing and to also reduce failing grades in English, a writing coach was hired in the 2015-2016 school year. The writing coach initially led a student writing seminar, but upon review, only a minority of students were being positively impacted. Changes were made to the program and now the student writing coach rotates between the grades spending one week at each grade level working collaboratively with the grade-level English teacher. This collaboration has improved student writing across all grade levels and thus has reduced failing grades and also has increased the number of "A" grades that occur in the English classrooms.

Due to these changes, our annual graduation rate has improved resulting in 100% of enrolled IPoly seniors completing their high school diploma at IPoly. IPoly anticipates these numbers to continue to be maintained and desires to keep our enrolled graduation rate during senior year to be at 98% - 100% for the coming years

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Strengthen all students' effective use of basic learning strategies	Increase our capacity for supplemental student support in the area of mathematics and science	Continue to address student retention.	Continue to identify and develop a common vocabulary and common skills	Determine a means by which to conduct student academic self-assessment	Continue to seek funding sources for IPoly

Original Action Plan Goal 4:

Continue to identify and develop a common vocabulary and common skills that will span the grades 9-12 and improve communication about curriculum across grade levels; include all subject areas.

Rationale from 2012:

In analyzing the results of students who score basic or below basic on a minimum of one core subject, along with assessments in project and core areas, faculty concluded these students would improve if we have more common vocabulary and skills that are taught over the four years. Faculty also concluded that by developing common vocabulary and essential skills all students would improve on EAP, SAT CST tests, and in core subject assessments.

Growth Targets:

1. *Decreased percent of students scoring basic or below on STAR CSTs*

    a. As mentioned above, our passing rate from the STAR CSTs to CAASSPP show a marked increase in proficiency. During the 2015-16 and 2016-2017 CAASPP administration, we had 0% of students scoring "standard not met" in ELA and we had a 4% increase in "standard not met" in Math. However, during the last administration of CSTs, 24% of our students scored basic or below on the CST and approximately 58% of students scored basic or below on average math subsets. If we do a direct correlation between CAASPP "standard not met" and CST "below basic" and "far below basic", IPoly has an average of 27% scoring "below basic" on the average math CST as compared to 0% on the CAASPP.

Class of:	2013	2014	2015	2016	2017
EAP English	61%	66%	88%	96%	93%
EAP Math	42%	39%	58%	63%	50%

2. *Improved passing percentage of the EAP and increased scores on the SAT*

   a. As seen in the chart in Action Goal #1 and above, we have improved passing rates in both the EAP and SAT. For the EAP we have moved students in English from 61% to 93% ready for college, and in math we have moved from 42% to 50%.

2013   42%   **EAP MATH**   50%   **2017**

2013   61%   **EAP ENGLISH**   93%   **2017**
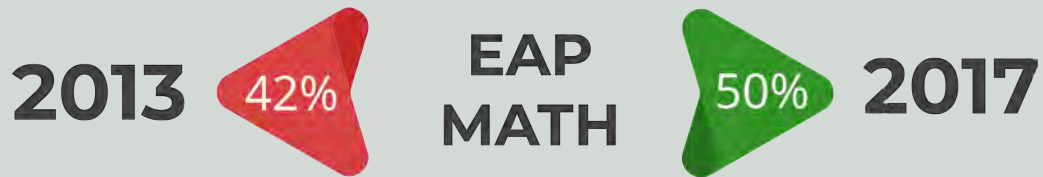
IPoly has focused on building projects for each grade level that span across numerous subjects, requiring students to develop and utilize a common vocabulary and skill set that does not have to be subject specific. For example, subjects like physical education, (P.E.) have also been better integrated into projects. Since the 10th grade Olympics PBL, begun in 2014, P.E. has also been incorporating student research reports that are related to health and athletics as part of their curriculum. This type of interdisciplinary integration is needed for us to continue to build semester projects that are meaningful and real-world-applicable.

To address issues of vertical integration and common vocabulary, staff has increased meeting in departments to better ensure that students are learning both skills and vocabulary that they can carry with them throughout all grade levels. For example, this is evident by our science department developing a lab report scope and sequence in which freshmen create a simple group lab report based on an in-class experiment and then having students by their senior year designing and execute their own experiment. The terminology for the lab reports is consistent across grade levels.

Additionally, three years ago, IPoly developed the "6 Cs", a set of expected schoolwide learning results. These standards, (Think Critically, Develop Creativity, etc.) were developed in order to create a common understanding and vocabulary for students and staff and to help students develop attributes and be held accountable to common expectations for their entire high school experience.

Goal 1
Strengthen all students' effective use of basic learning strategies

Goal 2
Increase our capacity for supplemental student support in the area of mathematics and science

Goal 3
Continue to address student retention.

Goal 4
Continue to identify and develop a common vocabulary and common skills

Goal 5
Determine a means by which to conduct student academic self-assessment

Goal 6
Continue to seek funding sources for IPoly

Original Action Plan Goal 5:

Determine a means by which to conduct student academic self-assessment at mid-and end of semester, possibly including the ESLRs.

Rationale from 2012:

Prior to using Aeries, the electronic student information system, IPoly teachers did all assessments by hand and created an IPoly grade sheet for students and his/her house teacher to examine two times per year. We have not determined a way to utilize the Aeries system to allow the separate assessment of ESLRs. Also, in conjunction with this, the minutes allotted for individualized self-assessments were reduced by 30 minutes. A core principle of the IPoly program is missing due to these developments.

Growth Targets:

1. *Mid-year and end-of-year self-assessments implemented*

    a. This was accomplished, but as evidenced in our 2017 WASC report, there still needs to be an alignment of a consistent format for the mid-year and end-of-year self-assessments so we can have a vertical alignment.

2. *Insure meaningful coverage of the ESLRs*

    a. We changed the ESLRs into the 6 Cs during the 2016 school year and are still incorporating them into the semester projects so they are intentional and students understand that they are meeting these goals and competencies.

Prior to using the Aeries program, students were assessed individually after each semester project or component. Students received a grade sheet that was examined by the student and their house teacher two times per year, at each semester's end. In addition, during project unit components, teacher teams met with project groups made up of 4-6 students to discuss performance, grading and group dynamics. This helped to diffuse issues with group dynamics in upcoming components as well as to monitor current progress and grades. Our faculty felt this worked well with class sizes of no more than twenty-five students. However, in 2012, with the advent of IPoly's new facilities, the population increased to thirty-six students per classroom. This increase caused for a need of a new process and a change in IPoly's traditional methods of individual student assessment, creating the need for different methods of assessing and meeting with students.
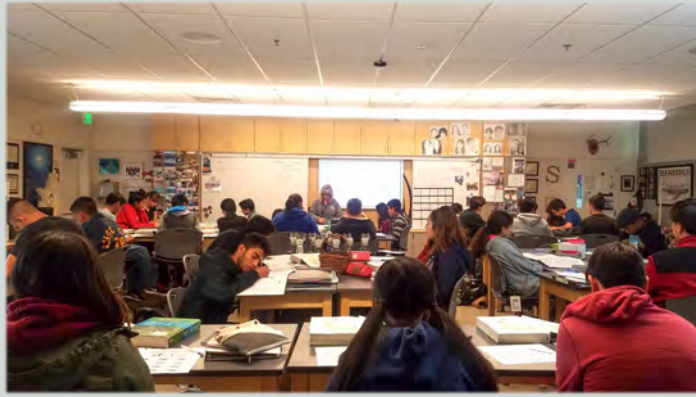
Shortly thereafter, IPoly transitioned from Easy Grade Pro to our current grade system, Aeries. This program allows students and parents immediate access to up-to-date grade reporting. Aeries allows students to self-monitor their progress and self-assessment on a daily basis. This allows the grading to be more transparent to both student and parent but did not fully address our goal of conducting student self-assessments at the mid and end of semester, it merely communicated the current grade.

IPoly faculty addressed a longstanding inconsistency when it comes to grades and assessments. In addition to changing to a traditional grading scale (i.e., A, B, C, etc.), we have agreed to a standard percentage scale for what these grades mean. This system replaced a patchwork of varying scales and expectations, which caused confusion, with a standardized, school-wide scale.

In spite of such transitions, our grade level teams have implemented different avenues directly related to student's grade-level semester projects to facilitate a student self-assessment. The following is a list of the current procedures at each grade level for self-assessment and reflection:

- 12th grade teachers meet with seniors once a month to have students explain their own progress about their senior project.
- 12th Grade students give a speech once a month to explain to the class their progression on their research, mentorships, interviews, etc.
- 11th Grade teacher teams complete student assessments at the end of each semester's project by utilizing a panel interview and peer assessment.
- 11th grade students write a personal self-assessment narrative explaining their reasons for deserving a particular grade. Their writing is then compared to their peer assessments.
- 10th Grade teacher teams do student assessments at the end of each semester's project utilizing a panel interview.
- 10th Grade individual teachers periodically schedule one-on-one interviews with students at risk of failing.
- 9th Grade teacher teams do student assessments at the end of each semester's project utilizing a panel interview.
- 9th grade teachers accept student written self-assessments at the end of each semester, which are considered in the final assessment.

As mentioned above, a major shift was the school's decision to change the ESLRs to the 6 Cs of IPoly. During the 2016-17 school year, all stakeholders engaged in a process of redefining IPoly's vision, mission, and school goals. The results of this were the adoption of a new vision and mission, which led to identifying the 6 Cs as our core values and creating six components per competency related to personal, social, and academic growth and development. The six competencies that drive all curricular and organizational decisions are:

Think Critically
Solve Problems
Interpret Information
Analyze Meaning
Evaluate Alternatives
Synthesize Ideas
Be Self-Aware

Develop Creativity
Find Inspiration
Imagine Possibilities
Visualize Outcomes
Synthesize Ideas
Incorporate Design
Enhance Function

Communicate Effectively
Explain Clearly
Communicate Concisely
Inform Completely
Listen Carefully
Utilize Technology
Interpret Media

Demonstrate Character
Take Responsibility
Reciprocate Respect
Exemplify Integrity
Extend Forgiveness
Act with Fairness
Build Connections

Work Collaboratively
Maintain Communication
Share Expectations
Seek Compromise
Contribute Talents
Promote Inclusion
Utilize Technology

Embrace Culture
Reciprocate Respect
Acknowledge Diversity
Build Community
Practice Empathy
Stay Informed
Exhibit Citizenship

6Cs of IPoly High School

1. Think Critically
    a. Solve Problems
    b. Interpret Information
    c. Analyze Meaning
    d. Evaluate Alternatives
    e. Synthesize Ideas
    f. Be Self-Aware
2. Communicate Effectively
    a. Explain Clearly
    b. Communicate Concisely
    c. Inform Completely
    d. Listen Carefully
    e. Utilize Technology
    f. Interpret Media

3. Work Collaboratively
    a. Maintain Communication
    b. Share Expectations
    c. Seek Compromise
    d. Contribute Talents
    e. Promote Inclusion
    f. Utilize Technology
4. Embrace Culture
    a. Reciprocate Respect
    b. Acknowledge Diversity
    c. Build Community
    d. Practice Empathy
    e. Stay Informed
    f. Exhibit Citizenship

5. Demonstrate Character
    a. Take Responsibility
    b. Reciprocate Respect
    c. Exemplify Integrity
    d. Extend Forgiveness
    e. Act with Fairness
    f. Build Connections
6. Develop Creativity
    a. Find Inspiration
    b. Imagine Possibilities
    c. Visualize Outcomes
    d. Synthesize Ideas
    e. Incorporate Design
    f. Enhance Function

Goal 1

Strengthen all students' effective use of basic learning strategies

Goal 2

Increase our capacity for supplemental student support in the area of mathematics and science

Goal 3

Continue to address student retention.

Goal 4

Continue to identify and develop a common vocabulary and common skills

Goal 5

Determine a means by which to conduct student academic self-assessment

Goal 6

Continue to seek funding sources for IPoly

Original Action Plan Goal 6:

Continue to seek funding sources for IPoly

Rationale from 2012:

IPoly relies primarily on funding generated by the school's Revenue Limit and Lottery Funds. Unlike most schools, IPoly does not have access to local funding sources. The iF Foundation seeks grants and endowments, and to date has helped facilitate the disbursement of the Verizon Grant of $75,000 and IPoly's Educator to Educator PBL training workshops by serving as the fiscal agent. Increased funding sources will allow IPoly to implement programs described the previous Action Goals that will support student learning, retention, and additional staffing that will support current and developing programs.

Growth Targets:

1. *Increased funding through iF initiatives*

   a. The iF Foundation was dismantled shortly after the last WASC visit and the foundation's governing body president resigned. Other sources of funding, such as the LACOE Student Success Grant, has provided additional funding over the last four years.

2. *Increased offering of one-day IPoly teacher trainings*

   a. Both Grade-Level Teams as well as Content Teams have been provided "pull out days" during the school year for trainings, PLC time, and curriculum/project planning and assessments. The number of days vary from year to year, but over the last three years, it has been an average of three days for Grade-Level Teams and two days for Content Teams.

3. *Planning and offering of day 2-5 of IPoly teacher trainings*

   a. With careful budget planning and the additional funding provided through the Student Success Grants, teachers have had summer PD and training offered outside their current teacher contracted days every year since the last WASC visit. The

number of days has varied each year from four to eight days depending on the amount of monies available.

4. *Implementation of a fee-based summer school enrichment program available to students from other high schools*

    a. The plans for a fee-based summer school enrichment program were originally the undertaking of the iF Foundation. With the dismantling of the foundation this never was realized. However, staff and administration are still pursuing ideas regarding the possibility of such a program and if it is a needed addition to support our students' success.

5. *Implementation of IPoly student support programs*

    a. The implementation of student support programs has always been a priority. With funding and innovation, the following support programs have flourished:

    b. After-school tutoring with Cal Poly students, Monday through Thursdays from 3:00 to 4:30pm.

    c. Free ACT and SAT Prep Classes

    d. Free summer school enrichment classes for the new, incoming 9th grade students in both math and English.

    e. The hiring of a writing coach to help both students and teachers improve student writing and provide the students with actionable, one-to-one feedback.

6. *Hiring additional staff to sustain current and developing programs*

    a. 2016-17, Dean of College Admission

    b. 2016-17, Writing Coach

    c. 2017-18, Instructional Media Specialist

In the Visiting Committee's report from 2012, they recommended ten activities to support the growth of IPoly in the next six years:

1. Revisit the practice of student self-assessment of academics and ESLRs

    In order to improve as a school and fulfill our mission statement, various significant developments and improvements have been made since our last WASC study. During the past two years, the school has engaged in the revisiting and clarifying of our ESLRs (Expected School-wide Learner Results) in preparation for our 3-year Mid-Report. In our review, we discussed the following questions: What are the current needs of our students? What are the challenges students will be facing in the future? What competencies should students possess postsecondary for education/training and the world of work?

    The school also studied the student/community data and research, which helped to answer the questions above. Based on these discussions and input from parents (collected via online survey/questionnaire), and students and staff (via online surveys and discussions at various meetings), the school decided to refine the learner outcomes. When revisiting the ESLRs, the staff felt that in order to monitor student's progress in developing certain skills and competencies, the ESLRs needed to be defined more thoroughly. The data and research lead to the creation of the IPoly 6Cs (6 Competencies) for students to develop and master upon graduating from high school. The 6 competencies include: *Think Critically, Communicate Effectively, Work Collaboratively, Embrace Culture, Demonstrate Character, Develop Creativity.*

    During the drafting stage of the IPoly 6Cs, the school community was updated frequently via email postings (which allowed for input), discussions held during faculty meetings, and conversations by staff during grade level and team meetings. The staff worked with the leadership team to ensure that all in the school community had the opportunity to contribute to the development of the IPoly 6Cs. The combination of the ESLRs and the IPoly 6Cs help to ensure that we are fostering a nurturing, safe school culture that is also rewarding and filled with exploration and self-discovery. The IPoly 6Cs are also directly aligned to the CCSS and the CCRS. These are the skills that we know our students will need in order to compete in the 21st century global world in which we live. The behavior and attitude of our students on and off the campus directly impacts our school climate; no matter where our students go or who they are with, they are representative of IPoly. It is expected that our students do well in their academics, but also exercise wise judgment in both words and actions. Therefore, throughout their journey at IPoly, they will be expected to focus on mastering the components of the 6Cs. The IPoly community will provide students with opportunities, guidance, and mentorship to successfully reach mastery in each category before graduation.

It is our goal to use the assessment process to prepare students to be life-long learners and collaborative group members who hold themselves accountable for their own learning. Because of this, we have put an assessment system into place at each grade level and in each content area that combines traditional assessment strategies (i.e. homework, class work, compositions, individual and group presentations, and exams) with alternative forms of assessment (i.e. self-assessment, group assessment, peer assessment, and teacher/student assessment dialogues), which stress open communication between faculty and students.

2. Continue development of the IPoly Project-Based Learning Workshop

    IPoly staff, in partnership with the IPoly Education Foundation, successfully offered project-based learning workshops for five years. The workshops were presented by IPoly teachers and students and were well received by educators in both northern and southern California. The board of the IPoly education foundation organized the workshops including facilitation, registration and hiring. When the

education foundation dissolved in 2013 (see E: 1), the framework of the PBL workshop was unable to function in the current model due to district restrictions. In 2014, the IPoly administration reached out to Cal Poly Pomona's extended education department to create a 3-day series course. The IPoly teachers applied for and were granted adjunct professor positions at CPP to qualify as instructors. In addition, the course included 3 credits and a certificate for all attendees. Because of the increase of cost to facilitate the workshops and the limited outreach available, the minimal registration requirement was difficult to meet and unfortunately the course was discontinued in 2015. Although IPoly does not provide PBL workshops, we continue to serve as a model program and attract visiting districts throughout the year. During 2014 and 2015, IPoly and CPP hosted visiting districts from China. During the 2017–2018 school year, we will have both visiting teachers from China and visiting students.

3. Seek funding to increase opportunities for professional development

   There are two main sources of income that have significantly improved services and resources while increasing the IPoly budget: the districts Local Control Accountability Plan (LCAP) and the award of two Student Success Grants. The increase of funding from enrollment and the district's LCAP has provided more support to the site and has allowed for the redistribution of funds to meet the site needs.

   In 2013, IPoly was awarded the first Student Success Grant from the district for $191,000. The grant was written to Prepare Graduates to Navigate the 21st Century by improving student services in Science, Technology, Engineering and Mathematics (STEM), Teams & Conflict Resolution, and opportunities to improve College and Career Readiness Skills. The goals of the grant were to:

   i.   Increase the number of students who declare STEM majors upon entering a 4-year university, or otherwise pursue a STEM career path by providing experiences and education that increase their knowledge and skills in STEM areas.

   ii. Improve technology experience by providing IPOLY senior students with use of an iPad to accomplish the rigorous components of their senior project, allowing them opportunities to gain knowledge and experience.

   iii. Increase use of technology and development of technology skills for students by improving resources and academic support.

   iv. Computer programming and software development instruction using the PC platform will provide students with marketable skills and a pathway to follow in college. In addition, computers will support Smarter Balanced testing requirements.

   v.   Develop mediation and conflict resolution components to integrate into the PBL curriculum using professional resources. Develop curriculum to provide students skills in an organized or purposeful manner that will improve successful PBL teamwork and individual accountability, and problem solving in the classroom and workplace

   During the 2014–2015 school year, IPoly High School was awarded the second Students Success Grant for $151,000. This grant was written to target college and career readiness skills as well as to integrate technology in the PBL classroom. IPoly has been awarded this grant each year ending in the 2016-2017 school year. The funding and implementation of the grant began in November 2015 and the funds needed to be expended by the 2017–2018 school year. Each year, IPoly has done a presentation on how the funding benefitted the school and the plans for future use of the funds.

4. Examine various approaches to teaching mathematics to meet the needs of students with varying math abilities while maintaining the integrity of the heterogeneous grouping philosophy

    Since the last *Focus on Learning*, mathematics has been, and continues to be, a targeted area of improvement. As the data shows, improvement in proficiency on state test scores and EAP results has increased slightly. The mathematics department met during the summer work schedule to re-align the integrated mathematics courses with the Common Core State Standards frameworks and discussed strategies to improve rigor and multiple means of assessments. In addition, several approaches have been used in response to the need for improved student achievement in math across all grade levels. Online tutorials such as Khan Academy, Math XL and Patrick jmt.com tutorials are implemented into the course description for both 10th and 11th grade. Common core type strategies are implemented at the 9th grade level to increase rigor and to improve student excitement and engagement in mathematics. Examples of strategies include computer science, math through history (in math class), tactile projects, arithmetic problems in ways students have not seen or been exposed to, reading in mathematics to generate discussions and higher-level thinking skills.

    During the 2014 school year, the IPoly math team and administration discussed the concept of a summer math boot camp targeting incoming freshman that tested low on the mathematics entrance exam. The premise was that we target incoming freshmen in hopes to help close the achievement gap before we start the school year. We were able to obtain funding to pilot the program, and the first math boot camp was held in the summer of 2015 with 44 new students participating. It is the hope of the staff that the math boot camp will sustain funding in order to gather data over time.

    In addition to the math boot camp, additional tutoring opportunities were established during the 2014 school year including after school, free tutoring with Cal Poly university students, afterschool peer tutoring opportunities, academic support class and lunch tutoring provided by peers and teachers.

    It is important to note that *all* students take the same math courses from 9-12 and there is no "tracking". This creates heterogeneous classes of students with diverse abilities. At IPoly, students take math courses that are not a requirement at a traditional high school. Not only have we implemented strategies and programs to close the gap of lower achieving students, we have also attempted to provide our high achieving students with opportunities to push themselves to another level. In the summer of 2014, we offered a (free) Pre-Calculus course to all qualifying students. Enrollment for the summer course was 62 students the first year and 37 students the second year. In addition, a UC-approved AP Calculus course was offered after school starting the fall of 2014. Last year students studied outside of class to take the AP Calculus assessment, but this year we did not have interested students to complete the class.

There has been a continued emphasis on content meetings, as professional learning communities is key in addressing the challenges that mathematics presents. In their content meetings, teachers share ideas and strategies with which to support one another as students move through the grade levels and into new areas of mathematics. The math team is working to establish a common 'language' that can be woven throughout the four years of math to reinforce the mathematical mindset.

5. Explore a mentoring program that links each student to a specific faculty or staff member. This mentor would provide encouragement, support, and advisement throughout the student's four years at the school

    During summer work this past year, our faculty and staff met to discuss the implementation of an advisory/mentoring program also known as "HUB." This advisory/mentoring program is the link

between students and faculty to provide encouragement, support, and promote a positive school culture during the student's four years at IPoly High School.

From our staff discussions, several goals for HUB advisory emerged. These included:

- Developing interpersonal relationships among staff and students

- Developing peer mentorships and relationships

- Providing academic support to students

- Exploring college and career options

- Self-reflection and discovery

- Developing character

- Discussing and exploring social issues

- Mastering the IPoly 6Cs

- Enriching the curriculum

- Building a school culture/community

The HUB period was planned as 60 minutes once a month and each of our teachers had a student enrollment of approximately 26. The HUB classes are a mixed level of 9th through 12th grade.

The teachers and administration planned on developing a curriculum that focused on meeting the above goals and objectives. Throughout the year, teacher teams and administration met to share ideas about HUB advisory activities or to discuss how and what should be improved to continue a successful advisory period. It was our hope that HUB would be successful in the forming of deeper relationships with students. HUB was scheduled to begin November 2015. Over the last few years, IPoly attempted to figure out a sustainable model for HUB, but identified through staff discussion and student input, that the current model is not beneficial to students and we need to relook at the purpose of HUB. During the 2017–2018 school year, we kept quarterly HUB spots on the calendar and brought in a variety of assemblies that supported the school culture including: Rachel's Challenge (focused on creating a school climate less susceptible to bullying, harassment and violence.), CVS One Choice (Prescription Drug Abuse in teens), and have planned an assembly on safe social media use, and one on what sexual harassment or abuse looks like as a teenager. The strong desire of the staff to have a deeper connection with students is still there, but we continue to look at models that will work within our setting.

6. Implement academic skills electives to better support student success

Unavoidably, some students will struggle academically in school. We know from research and experience that students can be successful within their core classes if they are given proper support. The objective then for the implementation of the Academic Support Class (ASC) was to help struggling students, usually underprepared, become successful in their academic classes.

The ASC supports student achievement by providing guided and interactive instruction in study skills and academic assistance, plus time for homework and project work. The majority of students in ASC are students who have been identified as needing additional support, i.e. guidance, time, tutoring (as available) within the school day. Teachers' aides are permitted; those students are interviewed beforehand to clarify their role. ASC meets twice each week, during the "elective" periods that are

considered outside the regular IPoly curriculum. The class meets for 86 minutes on Tuesday (block 3) and 74 minutes on Friday (block 2)

Also, students develop and apply positive academic behaviors and skills to increase their success in high school. Students receive hands-on support and guidance in navigating various aspects of the school. They explore their learning strengths, obtain study strategies, and learn to manage and prioritize their time. Students develop organizational skills, understand how to manage their school materials and engage in ongoing goal setting and goal progress monitoring. Additionally, the course provides support to students in constructing a positive academic and social identity while developing skills to build positive relationships between their peers and adults within the school. Students must keep their planners updated, listen and participate in the mini-lessons, and be prepared with assignments. Teachers can decide whether to permit a low level of discussion if appropriate, but all students are to be engaged in reading, writing, studying, or assisting others.

The past few years have proven the ASC to be an effective intervention, as many of our struggling students have improved their grades and study skills throughout these semester long class. These positive results have lead us to improve upon the formula by adding Cal Poly Pomona students as mentors and tutors to the students in the ASC. These Cal Poly students not only help with the student's academics, but also provide our IPoly students with positive role models. IPoly students, see that success is real and attainable through hard work and dedication. During the 2017-2018 school year we added an Academic Support elective for special education students who are performing below a 2.5 GPA in addition to making specific sections of the course math specific, taught by a math teacher.

7. Continue to seek and sustain funding for summer work for teachers so that projects and curriculum can be revised, updated, and aligned.

Teacher professional development (summer work) has significantly increased over the past 2 years. Traditionally, teachers were allowed 4 days of summer work due to budget constraints. In 2013-2014 the administration was able to provide a total of 10 working days during the summer of 2014 and nine days during the summer of 2015. The increase in staff development days was due to many factors including redistributing the budget to support professional development, increase use of the lottery budget, increase in enrollment (resulted in increase of ADA budget), LCAP and student success grants. The increase in days proved to be invaluable in providing the staff with ample time to review and revise grade level projects, write course outlines (that were all UC/CSU approved), attend conflict resolution training and technology use training.

Over the last years the budget was realigned, and the days have varied each summer but, funds will still be identified to protect the summer professional development for teachers. During the summer of 2018, teachers will have a three-day professional development with Buck Institute in addition to a fourth day to a work on grade level projects. Additionally, teachers have been able to utilize pull out days, as departments, to focus on vertical curricular alignment. Because of the realignment of the IPoly calendar to the changing of Cal Poly's calendar from quarters to semesters, the summer of 2018 is very short. It is the intention of the current administration to work into the budget in subsequent years' additional days for project planning.

8. Problem-solve the limits of AERIES regarding accessing student grades by all teachers for more effective one-on-one student and teacher assessment.

All changes since the last visit have been positive, but some have also been challenging. Our district

implemented a new student information management system (AERIES). While it is essential for our school and district to have timely, accurate data as well as a system that can support enrollment, attendance, transcripts, parent communication, discipline, teacher grade books and assessments, this change has caused some stress for our staff. Many view this change as a disturbance and because they were comfortable with the grade book program they had used for the last 10 years; they were not happy switching to the mandatory Aeries grade book.

However, using Aeries has helped to improve communication with parents and students; they each have their own portals to view grades, attendance, and receive important information. Also, the data held in this program can be a guide to decision making for the school because of its ability to pull and put together data into useful reports. To make the transition easier, training was provided to our teachers and ongoing support is available. We are now in our second year of full implementation and Aeries is still problematic at times. It has taken much time, effort, and patience on the part of the staff to overcome and learn this new system. If all the glitches can be resolved, allowing the benefits to show, there is not a doubt that Aeries can become a highly successful program, revolutionizing communications between schools, teachers, parents, and students, creating an efficient and worthwhile website to use.

International Polytechnic High School is a community of educators committed to the success of students. Our educators are revising their practice on a continual basis and this is evident in the curriculum, procedures and staff relationships. Our mindset of being collaborative is embedded into both the student population and the adults on campus. Every teacher on campus constantly assesses their practice in addition to inviting their colleagues into their teaching plans. It is imperative that we maintain a culture of revision to best meet the changing needs of our students.

CHAPTER II:

Student/Community Profile and Supporting Data and Findings

CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

General Background and History

1. COMMUNITY

A. BRIEF DESCRIPTION OF THE COMMUNITY

Located in the sprawling East San Gabriel Valley Township, International Polytechnic High School (IPoly High School) is a specialized secondary high school focused on project-based learning, collaboration, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. IPoly is an alternative to the large, traditional high school with a current enrollment of 550 students. The Los Angeles County Office of Education (LACOE) operates IPoly High School in partnership with California State Polytechnic University, Pomona (Cal Poly Pomona). IPoly is a tuition-free, public high school located on the campus of Cal Poly Pomona and is affiliated with the College of Education and Integrative Studies (CEIS).

When IPoly High School opened its doors in September of 1993, it did so with the promise of new and innovative approaches to education that would empower all students to reach their highest potential, as well as learn the skills needed to be successful in society. Until 2012, IPoly was housed in portable buildings in a parking lot of Cal Poly; in March 2011 construction of a new facility began and, in the fall of 2012, the new twenty-million-dollar building was completed.

B. FAMILY AND COMMUNITY TRENDS

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, four counties and represents a broad range of backgrounds and preparation. We seek a diverse range of students, academically and demographically. A minimum academic GPA of 2.5 is required for admission. Students at IPoly High School all take the same interdisciplinary, 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 the basis of the IPoly program.

C. STATE/FEDERAL PROGRAM MANDATES

IPoly is not a Title I school and does not receive funding from Title I. We do conduct the Free and Reduced Lunch Program (National School Lunch Program) and are in compliance with all state and federal guidelines.

D. PARENT/COMMUNITY ORGANIZATIONS

An active Parent Teacher Student Association (PTSA) is a key source for important program feedback and to promote and advertise activities on an ongoing basis.

Parent Teacher Student Association (PTSA): The IPoly Parent, Teacher, and Student Association is a very productive and supportive organization. Their primary function is to enhance the student experience at IPoly both academically and socially. They maintain regular communication with IPoly parents through electronic newsletters. Three PTSA members are official representatives on the IPoly Shared Decision-Making Committee, whose responsibilities include making recommendations regarding organizational decisions, curriculum and instruction modifications, and decisions regarding specific funding allocations, such as lottery funds.

In the past three years, in an effort to create more community, the PTSA has held the annual "Harvest for the Future," which is a dinner and silent auction. The entire IPoly community is encouraged to come. It is held in the fall out in the school quad and student performers such as our student bands and school dance team perform. There is a live auction and a silent auction with the items donated from the community and the IPoly stakeholders.

"The IPOLY PTSA Silent Auction is PTSA's biggest fundraiser. Anyone who attends the Silent Auction can witness the closeness of school community and can feel how everyone wants to make the event the success it always is."

- Viki Battaglia, PTSA President

Over the last three years, some of the proceeds from the event have gone towards school buses for field trips, microwaves and carts for student lunch, as well as a new "green" drinking fountain for the school. Each year, the event has grown and raised more money than the year before. This year marked our 5th Annual Silent Auction.

E. COMMUNITY FOUNDATION PROGRAMS

IPoly coordinates and collaborates with various stakeholders to help provide students with necessary resources and services.

CAL POLY Pomona Educational Foundation: This organization is the official private fundraising body and handles all our IPoly donations.

iF Foundation was established in 2006 but during the 2012-2013 school year, the President of the IPoly Education Foundation abruptly and unexpectedly resigned from the foundation, causing its dissolution. The previous administration worked with the district to ensure budgets were returned to the district's education foundation and held for IPoly use in the future.

The current administration has worked closely with Cal Poly Pomona and Los Angeles County Office of Education to re-establish an education foundation to support the students and staff and the IPoly community. Currently, the Cal Poly Education Foundation serves as the managing entity for all IPoly

donations. Although this partnership is valued, it does not allow for services such as summer school (usually run by the educational foundation) or grant writing.

F. SCHOOL/BUSINESS RELATIONSHIPS

Mt. SAC Community College

Initial discussion regarding a Dual Enrollment program with Mt. SAC concerned several factors relating specifically to IPoly students. Because of IPoly's small targeted curriculum and the inability to incorporate traditional Advanced Placement or Honors classes, we sought additional opportunities for students. While we have The Young Scholars Partnership with Cal Poly Pomona and Special Admit program with Mt. SAC, Citrus and Chaffey colleges, a second challenge that many IPoly students encounter is transportation to surrounding colleges. Since a large portion of our students are from out of the area and rely upon public transportation, the ability to simply get to classes was a challenge. The Dual Enrollment classes held on IPoly campus allows students to take advantage of challenging college-level classes without the obstacles of transportation, fees, and registration.

In the Spring of 2017, 90 students were assessed for a college-level English class. Working with the Associate VP of Instruction and Associate Dean of Counseling, we decided to assess all 10th and 11th grade students in both English and math. Once we had the appropriate numbers, it was determined that we could offer both the English first-year college class and a college preparatory English class. We worked closely with the Mt. SAC Math Department to offer a Fall and math progression as well as Political Science, all courses that are general education at the college level and required for all majors.

Moving forward and working with the newly hired Dual Enrollment Program Coordinator and various departments at Mt. SAC as well as IPoly teachers, we are working to best assess our students for the appropriate levels and are also seeking to create appropriate pathways relating to math, as well as other subjects. We are also looking at optimum times and time of year to offer courses to serve the maximum number of students.

CSU Cal Poly Pomona: The Young Scholar Program MOU

IPoly does not offer advanced placement or honors courses. Instead, IPoly students have the unique opportunity to take college classes in their junior and senior years through the Young Scholar Program at Cal Poly Pomona. The Young Scholar Program is a joint effort between IPoly High School and Cal Poly Pomona. IPoly students benefit from participation in the Young Scholar Program as an enhancement of the IPoly curriculum. For example, they may take higher-level math courses and earn college credits while still enrolled in high school. The program also enables students to explore a variety of courses that introduce them to college majors or career options.

Participation provides students with "the college experience" in a manner that feels safe. The fears that may prevent students from doing well in their first year of college are mitigated for Young Scholars. Many IPoly students are notably confident in their college classes, stemming from their acquired skills and abilities in public speaking, time management, and experience in working effectively in a team-based setting during their year as a Young Scholar at IPoly.

IPoly students are not given preferential treatment, but are instead treated like college students; they are therefore required to plan ahead, and if their options are no longer available, they learn to find alternative solutions. This type of experience is not one that is available to most high school students, but is one that teaches our students methods of success for college. To qualify for the Young Scholar

Program, IPoly students must maintain a 3.0 minimum GPA. The cost to participate in the Young Scholar Program is $10.00 per semester plus the cost of textbooks.

Concurrent College Enrollment	2016 FA/WN	2017 SP	2017 FA/WN	2018 SP
# of courses taken with Young Scholars	104/98	88	101/59	N/A
# of courses taken with on campus Mt Sac courses	0	0	97	94
# of courses taken at CC	22	18	13	N/A
TOTAL #of courses taken Concurrent Enrollment	126	106	270	N/A
# of students in Young Scholars	88	67	82/54	N/A
# of students in on campus Mt Sac	0	0	93	N/A
# of students taking a course at CC	22	15	13	N/A
TOTAL # of students in Concurrent Enrollment	110	82	242	N/A

Conclusions based on this data:

- Beginning in the fall of 2017, adding the on-site Mt. SAC Dual Enrollment courses has doubled our concurrent college enrollment numbers. This is due to the fact the school takes care of all the organizational pieces of qualification and walks next to each student to complete enrollment, in addition to there not being a transportation issue since the classes are held directly on our campus.

- Because of the misalignment of quarter semesters and IPoly semesters, some students have had a difficult time registering by the deadline and completing all the necessary paperwork. Beginning in 2018–2019 school year, IPoly, Mt. SAC and Cal Poly Pomona will all be on a semester calendar that is aligned to support students.

- Based on preliminary numbers, it is now estimated that 88% of our eligible juniors and seniors are taking advantage of concurrent college enrollment.

88%

CAL POLY POMONA
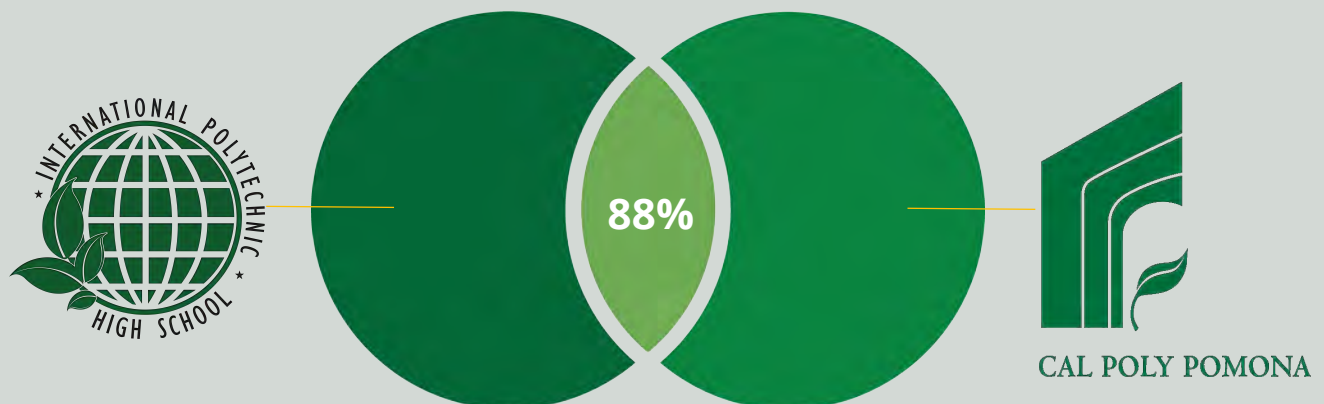
Demographic Data: Staff

2. FACULTY/STAFF DEMOGRAPHICS

IPoly school staff includes 20 full-time certificated personnel, a writing coach, 5 full-time classified, one part-time classified staff, and one part-time CTE instructor.

Due to IPoly being administered by LACOE, all our teachers are in the LACOE union, which impacts staffing each year. LACOE employs teachers in specialized school settings, including juvenile detention facilities and county-run special education sites, in addition to other alternative programs.

Classified Staff

The classified staff includes an administrative secretary, one senior school clerk, an accounting clerk, a community outreach coordinator, an academic monitor (part-time), and a microcomputer technician.

Teaching Staff

The teaching staff includes 20 full-time certificated teachers. The certificated staff is diverse in terms of teaching experience and education level; however, the staff ethnicity is not as diverse as the student population.

The ethnicity of our staff has changed a bit to more match our student demographics. Sixty-three percent of the twenty certificated teaching staff are White, 17% Hispanic, 8% Asian, 8% Filipino, and 4% African American. There is no significant difference in the percentage between genders. All teachers are fully credentialed. Two members of the teaching staff have 5 years or less of teaching experience, the majority have 10 or more years' experience. Fifty-nine


"I love the collaborative environment between the teaching team as well as teachers and students. For me, learning is most meaningful when it is tested and extended by others."

- Lorelei Jennifer Ortega, 9th Grade English

percent of the teaching staff hold a Master's degree or higher; 41% have a Bachelor's + 30. All teachers have completed training and are certified to work with English learners.

Faculty Ethnicity

- 63% White
- 17% Hispanic
- 8% Asian
- 8% Filipino
- 4% African-American
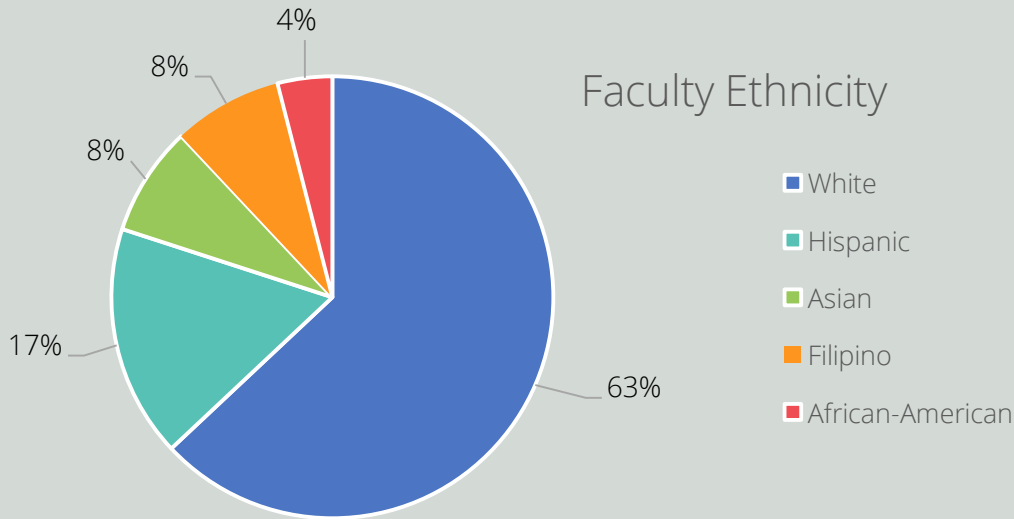
Counseling

A full-time academic counselor is available to students at IPoly. The counselor provides academic, social, and emotional support to students and serves as liaison between teachers and parents. The counselor also provides assistance with college and financial aid advisement as well as entry into the Young Scholar Program (YSP). This program exclusively offers IPoly students the opportunity to take college courses in their 11th and 12th grade years at Cal Poly Pomona. Over the years, the IPoly counselor has become the lead figure in assisting Cal Poly Pomona Admissions with implementation of the YSP program. A part-time academic monitor tracks students who need additional academic support or are at risk of failure under the direction of the counselor.

Administration

Three full-time administrators provide support for IPoly and maintain a liaison with Cal Poly and other colleges and universities, Pomona, LACOE, and the community. During the 2016–2017 school year we hired a Dean of College Admissions to help us better support the students as they transition from high school to college. This position has been paramount in being able to begin our Dual Enrollment MOU with Mt. SAC and conduct college classes on IPoly's campus for our juniors and seniors who qualify.

3. ACS WASC ACCREDITATION HISTORY FOR SCHOOL

Since IPoly started fully engaging in the WASC self-study process, it has successfully completed three WASC cycles, starting in 2000, 2006 and 2012. With each of these, the school was awarded a six-year (clear) term of accreditation with a 3-year written mid review.

School Purpose

IPoly High School's purpose is providing unique, interdisciplinary learning experiences where students make connections among various areas of study, including language arts, social studies, foreign language, physical education, mathematics, science, and fine arts. The IPoly community is committed to the school's purpose, mission, and vision. The mission and vision statements are below:

IPoly Vision Commitment

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

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

LCAP Identified Needs and Description of Goals that Apply to the School

A new strategic plan was developed for LACOE in 2016-17, incorporating the ten state priorities included in the Local Control Accountability Plan (LCAP). The district solicited for deeper and more meaningful input from all stakeholders in developing, reviewing, and supporting implementation of the LCAP.

Over the course of the 2016-17 school year, focused consultation meetings concerning LCAP have taken place with stakeholder groups, including students, parents, teachers, site support staff, site administrators, bargaining unit representatives, and central office administrators and staff.

Parent and Community Input:

A summary of engagements for each of the stakeholder groups mentioned is as follows:

Students

The LACOE Ed Programs - LCAP Student Survey was administered and made available to all LACOE school sites from 3/15/17-4/30/17. Student responses were gathered from multiple PAUs including Los Padrinos, Barry J Nidorf, Central, Santa Monica Mountains, Angeles Forest, McAuliffe, Renaissance, East Los Angeles, RTSA, LACHSA, and IPoly.

Parents

Parent Advisory Committee (PAC): LCAP was a standing agenda item for all PAC meetings throughout the 2016-17 school year. Meetings were conducted in English and Spanish and were held in Downey on 10/28/16, 12/9/16, 2/17/17, 4/21/17 and 5/9/17. LACOE Ed Programs LCAP goals, outcomes, actions and services were presented to parents in PowerPoint and handouts provided in the parents' primary language, with parents providing written feedback and questions for clarity.

DELAC

LCAP was a standing agenda item for all DELAC meetings throughout the 2016-17 school year. Meetings were conducted in English and Spanish and were held in Downey on 10/28/16, 12/9/16, 2/17/17, 4/21/17, and 5/9/17. LACOE Ed Programs LCAP goals, outcomes, actions and services were presented to parents in PowerPoint and handouts provided in the parents' primary language, with parents providing written feedback and questions for clarity. In addition to consulting with parents at the PAC and DELAC meetings, schools have requested specific LCAP focused consultation sessions including meetings held on 8/28/16, 9/25/16, and 2/26/17. Parents were provided with opportunities to complete the LACOE Ed Programs LCAP Parent Survey at all PECP workshops throughout March 2017 and April 2017, including at the 1st Annual Title I Parent Conference held on April 1, 2017.

PTSA

LACOE Ed Programs LCAP goals, outcomes, actions and services were also presented at PTSA meetings for LACHSA (8/29/16) and IPoly (10/11/16). Parents provided feedback and commentary during the discussion at the meeting. Annually, we distribute a survey for all parents to respond regarding our LCAP and priorities.

Teachers and Site Staff

Teachers and site staff completed the LACOE Ed Programs LCAP Staff survey, which was made available from 3/15/17-4/15/17. Staff survey responses were collected from all PAUs including Los Padrinos, Barry J Nidorf, Central, Angeles Forest, McAuliffe, IPoly, LACHSA, RTSA, Renaissance, East Los Angeles, and Santa Monica Mountains. LCAP goals, outcomes, actions and services were also presented to sites for input and feedback.

School Site Administrators

Site Administrators completed the LACOE Ed Programs LCAP Staff survey that was available from 3/15/17-4/15/17. Site administrator responses were collected from all PAUs. LCAP was also presented and discussed during Site Administrator meetings on 9/6/16, 1/24/17, and 4/25/17. Discussion on LCAP implementation, progress, goal and outcome alignments were discussed and feedback was collected.

Bargaining Units

 Monthly consultation meetings were scheduled and held with local bargaining unit representatives. Valuable input was received and productive discussions regarding transparency of the LCAP process, implementation efforts, alignment of actions and services, and recommended areas of improvement and LCAP revision were had. Consultation meetings were conducted monthly.

Central Office (Executive Dir, Directors, Coordinators, Sr. Program Specialists, ITO, etc.)
Central Office staff completed the LACOE Ed Programs LCAP Staff survey, which was made available from 3/15/17-4/15/17. Consultation meetings with Central Office staff were held bi-monthly from August 2016 through April 2017. Meeting discussion included LCAP implementation progress, alignment of LCAP goals/outcomes /actions and services, survey questions development, recommended areas of improvement and adjustment of future LCAP actions and services, and updates to LCAP requirements from the CDE.

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LACOE is governed by the Los Angeles County Board of Education, whose seven members are appointed by the County Board of Supervisors to two and four-year terms. The Board of Education establishes LACOE policies and governs the Los Angeles County High School for the Arts and International Polytechnic High School.

Each of the county's 80 school districts and 13 community college districts is autonomous, with each district's board of education managing its budget and setting its policies. In general, the Los Angeles County Board of Education's only direct authority over local districts is in matters of interdistrict attendance appeals, school district boundary changes and expulsion appeals.

Highlights of the Annual Update for the current LCAP was presented to the board on April 18, 2017. The completed Annual Update and proposed 2017-20 LCAP and budget will be made public and available for comments. The County Superintendent will provide written responses to comments from the Parent Advisory Committee. The Public Hearing for the 2017-20 LCAP and budget adoption will be held on June 13, 2017.

The stakeholder consultation meetings have had a positive impact on the development of 2017-20 LCAP. Over the course of this school year, the district has received valuable input from site staff, district office staff, bargaining unit representatives, parents, community members, and students.

The feedback they have provided from their perspectives regarding the effectiveness and implementation of last year's LCAP has highlighted areas of strength and progress (parent engagement, PBIS, Aftercare) as well as areas in need of growth and change (English Learner support, developing interim assessments, literacy across the curriculum, increased transparency).

As a direct result of the consultation meetings, stakeholder input has driven numerous changes and modifications to actions and services in an effort to provide services and support that more accurately reflect the needs of the students. Based on the stakeholder input and the LCFF's 10 state priorities, below is a list of LACOE's goals, actions and services that have been modified for the 2017-20 LCAP.

LCAP 2017 – 2020

Since LACOE has a very unique organization of schools in Student Programs, our LCAP mostly focuses on the goals and needs of the other schools within our LEA. Below are the brief summaries of each goal in addition to the metric that applies to IPoly.

Description of Goals from LACOE LCAP

GOAL #1 : ENGAGEMENT

All students in Educational Programs will have access to a comprehensive plan of innovative systems that: Promote active parent involvement through surveys, school committees, site-based workshops, and 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

Identified Needs: Based on data indicators for parental involvement at the school sites, there continues to be a need to use resources and strategies to increase parental involvement.

Metrics Toward Progress for IPoly:

Attendance rates for the schools this past school year are as follows:

Specialized High Schools – 94%

Camps and Halls – 96%

CCS – 87%

- Target for all schools is to increase attendance rate by 1% or more from baseline

This past school year, over 650 parents participated in a variety of workshops, training courses, and/or PAC/DELAC consultation meetings:

- Parent participation will increase 5% or more

Specialized High Schools (IPoly and LACHSA) and CCS suspension rate is less than 5%

- Specialized High Schools and CCS will maintain a suspension rate lower than 5%

GOAL #2 : Conditions for Learning

All students in Educational Programs will have access to a comprehensive plan of innovative systems that: Optimize pupil outcomes through best practices and a culture of academic excellence.

- Facilitate the implementation and monitoring of a comprehensive Education Plan (personalized) for Expelled Youth (Juvenile Court Schools and County Community Schools) and Foster Youth (All Schools)

Identified Needs: With course access and state standards in mind, students will have full access to the curriculum in order to meet their individual education plans along with guiding them to meeting the high school graduation requirements. Continue to revise strategies and plans to address the unique needs of the Expelled Youth and Foster Youth.

Metrics Toward Progress for IPoly:

No specific goals for IPoly. All students have access to the courses they need for graduation.

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.
Identified Needs: Students and teachers will be provided additional academic support to meet or exceed the standards for CAASPP. Through the use of interim assessments, teachers and administrators will be able to collect, desegregate and report data to all stakeholders in order to drive instruction. Site Data Plan will house academic data, demographic data, and other school-related data to support teachers and administrators with decisions that are based on up-to-date student achievement data.

Metrics Toward Progress for IPoly:

Specialized High schools had 90% of students deemed college-ready in ELA and 52% of students deemed college ready in math, based on CAASPP scores of Standard Met and Standard Exceeded.

- Specialized High schools will increase 2% from the baseline, in meeting and exceeding the standard, on both CAASPP ELA and Math.

School Program Data

For a full description of all courses offered, please refer to the IPoly Handbook in Appendices.

Regular Program of Study:

A total of 240 credits is required for graduation; credits are to be earned through required coursework and electives. A minimum of one hundred hours of community service is also required for graduation. IPoly's required courses are summarized below:

Area of Study	Requirements
English	4 Years/8 semesters
Mathematics	4 years/8 semesters
Science (one semester must be a physical science and one semester must be a life science)	4 years/8 semesters
Social Studies	4 years/8 semesters
Fine Arts OR Language Other Than English (LOTE)	1 year/2 semesters
Physical Education (including Athletics)	2 years/4 semesters

IPoly high school diploma mimics the course requirements of the University of California/California State University "a-g" requirements (see Appendices). If you look at the course requirements you will see that to receive a high school diploma, students must complete more than the "a-g" admission requirements. In setting our graduation requirements for diploma at this high expectation, we have found that 100% of graduating students end up meeting the "a-g" completion.

All houses are scheduled into the master schedule as a cohort and receive all their content instruction with the same students. Each semester house demographics are analyzed by the grade level team teachers and it is decided if it would benefit the class to reschedule students into different houses to best meet the needs of the coming semester's curriculum. For example, since we do not know the incoming students they are randomly placed in their house assignments. In the ninth grade first semester if there is one house that seems squirrelly, disruptive, and off task most of the semester it may benefit all students to shuffle houses in the ninth grade for the second semester to distribute these students amongst all houses and better meet the needs of all students.

The unique curriculum at IPoly High School is comprised of interdisciplinary course work in math, science, social science, and English Language Arts, as well as courses in foreign language, physical education, and an array of electives. IPoly students all take the same integrated, project- based curriculum that is designed to challenge and inspire rigorous learning. During each semester, all students must complete interdisciplinary projects assessing them in the knowledge they have learned

throughout the four months. All of the content academic courses are college prep and University of California, "a-g" approved.

IPoly's curriculum provides a well-rounded education that integrates critical thinking, communication, collaboration, character, culture, and creativity as well as being aligned to Common Core State Standards (CCSS). The CCSS 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. CCSS 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.

The organizational structure at IPoly empowers teachers and provides them with considerable autonomy. Shared decision making, which requires input from parents, students, faculty, staff, and administration, is the norm. The school is structured around teamwork. Teams are established at all levels. Teachers at IPoly design integrated curriculum across the disciplines. The IPoly master schedule supports common planning time; collaboration and teaming is given first priority. Teachers utilize their daily preparation period to meet with their grade-level colleagues in true professional learning communities focused on making timely decisions about student learning, to discuss curriculum and program adjustments, and to review student support needs. With the small population of students and the common teacher preparation time, students do not get lost in the system. Our students get to know their teachers and the teachers get to know the students.

The current curriculum consists of two semester-long projects for each grade level and they written and revised annually as necessary. All project work is done in student teams with the exception of the senior capstone project, which is done by individual students. Each project is constructed to include a rigorous academic curriculum, incorporate Common Core State Standards, and satisfy UC/CSU requirements. Teachers work continually to update and enhance the projects. Culminating events are well attended by the IPoly community.

The philosophical foundation of the IPoly curriculum is inspired by the work of John Dewy, Paulo Freire and Lev Vygotsky. Additionally, the curriculum is based on Active, Collaborative, Inquiry, Project-Based Learning, all of which are endorsed by current educational research as best practices. Furthermore, the IPoly model closely aligns with many of the 21st century skills and abilities that are widely acclaimed as those that will best prepare students for success in the world beyond high school.

Ninth Grade Projects

Semester 1: Expeditions Unlimited – A Bio-geographical Journey

The fall project for freshman at IPoly starts with a trip to the La Brea Tar Pits in Los Angeles where students will consider how geography and biology interact and change over time. Then, in groups of 4-5, students will take a virtual trip to a remote location where they will research biodiversity, vegetation, and climate change over time. The project combines class content from Environmental Biology and Physical Geography while offering the students a chance to improve their skills in researching, writing, presenting, graphing, measuring, scaling, mapping and collaborating. The project culminates with a formal presentation of the groups' findings in front of the entire freshman class and other guests.

Semester 2: That's Infotainment

Student teams engage in an interdisciplinary investigation focusing on assigned global wellness issues, including ecology, HIV/AIDS, poverty, and human rights. After extensive research and study, student teams are responsible for educating the community at a culminating two-hour variety show. Students audition for roles such as director, producer, writer, publicist, performer, and technician, in an effort to inform the public about the issues and discoveries studied throughout the semester.

"That's Infotainment was my favorite project. I was able to create something really amazing with my peers, develop leadership and responsibility, and further my speaking and presentation skills."

- Ahbree Innis, 10th Grade

Tenth Grade Projects

Semester 1: Global Competition

Through explorations of countries, cultures, and sports, students examine the need to embrace commonalities in our ever-evolving global society while still appreciating diversity. Using the model of the Olympic spirit and ideal, they engage in an interdisciplinary investigation of other cultures, environments, and unresolved issues of the modern world. Students are organized into teams, which research and represent their countries in order to promote respect and understanding. The Global Competition project culminates through healthy competition in Olympic-style sports and academic events.

Semester 2: Just Because You Can….

Students will engage in a multicultural and interdisciplinary project that will examine the motivations behind global change and how advances in technology and innovative ideas have influenced the current state of the world. The "Just Because You Can…" project require students to identify current controversial global issues and seek solutions for the future through biotechnology innovations.

Eleventh Grade Projects

Semester 1: Project Prometheus

Students will engage in a dynamic, group-driven project exploring the many facets of sustainable living. Using their acquired knowledge from extensive research, students will advocate an alternate lifestyle that will mitigate our dependency on fossil fuel resources. Project Prometheus will require students to exercise critical thinking skills, utilize persuasive strategies, and synthesize accumulated data to lobby for what they believe is the best pathway to a sustainable energy future.

Semester 2: The American Dream

Students will engage in a dynamic, self-driven exploration of "The American Dream." They will begin by examining what it means to be an American and how the "dream" materialized by studying a variety of primary sources. They will continue their inquiry by deconstructing a scientific discovery and identifying its impact on the quality of American life. The students will then develop their personal definition of "The American Dream" by concentrating on a specific decade in time as well as their individual life path options and their potential outcomes. The project will culminate in a junior class museum exhibit that showcases the students' findings from all the project components.

Twelfth Grade Senior Projects

Semester 1: Build a Better School (BaBS)

Success in today's world requires a whole new set of skills. School should be a place where young people have an equal opportunity to develop skills that make them ready for the future. Education doesn't only happen in the classroom. We need to broaden the definition of school to include other formal and informal learning experiences in the community you're serving and beyond. How would you build a better school? Based on the XQ Super School Project, seniors are tasked to build a better educational program at all four educational levels: elementary, middle, secondary, and postsecondary.

Semester 2: Capstone: Building a Culmination of Knowledge (BaCoN)

BaCoN is a year-long, student-centered project that allows seniors to showcase the breadth and depth of their skills and content knowledge, as well as their mastery of the 6-C's, from having matriculated at International Polytechnic High School. This project is founded on the philosophy of true inquiry. Students should focus less on the final, definitive answer and more on the questions that propel their exploration. To this end, seniors are encouraged to choose a topic that elicits an authentic curiosity within them.

Topics can encompass either a personal or professional interest. Some students may use this project as an opportunity to investigate a future career path while others may choose to delve into the intricacies of a hobby or a passion. Throughout the course of the year, students will conduct extensive research on their chosen topic and are required to demonstrate the depth and complexity of this investigation by formulating "essential questions". These essential questions will drive the various components of BaCoN. Whether writing a research paper, conducting an experiment and completing a lab report, or penning a narrative, students should always allow their questions and their curiosity to lead the way.

"My favorite project was "Build A Better School". We had an opportunity to create our ideal school. I developed skills of networking and collaborated and with other teams. It gave us perspective on real life jobs and united us as a House."

- Charlene Calderon, 12th Grade

Concurrent College Enrollment

Eleventh and twelfth grade students who attend IPoly High School also have the privilege of taking college courses at surrounding colleges. Each college sets its own requirements and application procedures. Like Cal Poly, students may take general education courses that can transfer to any state college program after graduation. Cost to each student is approximately $10.00 in fees per course plus the cost of books and course materials. In order to participate, students must complete and submit the IPoly Outside-Course-Approval Form.

Young Scholars Program

Students who attend IPoly High School have the privilege of taking college courses at the California State Polytechnic University, Pomona during their eleventh and twelfth grade years. All students who maintain a cumulative academic GPA of 3.0 or above, are eligible for this program. The quarterly tuition/registration cost is $10. The additional cost of books and supplies is the student's responsibility.

It is highly recommended that students select general education courses and/or introductory courses to their fields of interest to gain college credits. We encourage all eligible IPoly High School students to actively participate in this program.

Any students who qualify can take mathematics course at Cal Poly by taking either of the additional steps below:

- Score 550 or higher on the SAT Reasoning Test.

- Register for the MDPT test on the college campus to determine placement in the appropriate math level.

IPoly's location on a college campus has also extended the small community feeling to include interactions with college students and professors.

- Laura Darshan, Physical Education and ASB

Dual Enrollment On IPoly Campus

Through a dynamic and unique partnership with Mt SAC, IPoly juniors and seniors are able to take core general education college classes in English, math and humanities. Classes are taught by Mt SAC professors and take place on the IPoly campus primarily during 4th block. All classes and course materials are provided without charge to students and include such items as tuition and textbooks. This one-of-a-kind opportunity allows IPoly students to demonstrate rigor when applying to 4-year universities, earn transferrable college units and be competitive in college admissions with students taking AP classes at other high schools.

Concurrent College Enrollment	2016 FA/WN	2017 SP	2017 FA/WN	2018 SP
# of courses taken with Young Scholars	104+98	88	101+59	N/A
# of courses taken with on campus Mt Sac courses	0	0	97	94
# of courses taken at CC	22	18	13	N/A
TOTAL # of courses taken in concurrent Enrollment	126	106	270	N/A
# of students in Young Scholars	88	67	82+54	N/A
# of students in on campus Mt Sac	0	0	93	N/A
# of students taking a course at CC	22	15	13	N/A
TOTAL # of students in concurrent Enrollment	110	82	242	N/A

Conclusions based on this data:

- Beginning in the fall of 2017, adding the on-site Mt Sac dual enrollment courses has doubled our concurrent college enrollment numbers. This is due to the fact the school takes care of all the organizational pieces of qualification and walks next to each student to complete enrollment in addition to there not being a transportation issue since the classes are held directly on our campus.
- Because of the misalignment of quarters semesters and IPoly semesters, some students have had a difficult time registering by the deadline and completing all the necessary paperwork. Beginning in 2018 – 2019 school year, IPoly, Mt Sac and CalPoly will all be on a semester calendar that is aligned to support students.
- Based on preliminary numbers, it is now estimated that 88% of our eligible juniors and seniors are taking advantage of concurrent college enrollment.

Focused Programs: Preparing Students for Postsecondary College and Careers

IPoly promotes Naviance, a web-based career and college resource that streamlines the planning and advising system for our students. Naviance is a tool that helps students, parents, and counselors become actively engaged in making educational decisions. Students' awareness of their post-secondary options increases their abilities to achieve at higher levels. IPoly purchased Naviance during 2015-2016 school year and we are beginning to layer it into each grade level. During 2017-2018, every senior was walked through tutorials about college match and college admissions. Our goal, is that throughout students' four years at SPHS, the Dean of College admissions and counselor will scaffold the use of the Naviance counseling tool beginning with personal and career inventories, researching colleges, building individual selections of choice and, finally, college application submissions and data tracking. We have several parent education evenings, college representative visits, and college campus visits. IPoly has a clearly defined partnership with Mt Sac Community College (applications on campus, placement testing on campus, accelerated pathways program), as well as with California State University, Pomona where students are supported with the CSU Mentor Application Support, Honors Program, and EOP eligibility.

IPoly has continued a "watch list" program that provides academic support to identified struggling students. Identified students are eligible to receive tutoring support and academic intervention counseling. Criteria for student placement on this list includes a GPA of below 2.0, a recorded D or F in any class, poor attendance, a history of discipline challenges, and/or graduation credit deficiency. A part time classified position is staffed, Academic Monitor, to help manage and organize this program. This individual's duties include identification, tracking, and supervising tutoring, doing grad checks, finding recovery programs, and other support options. Since inception of the program, there have been approximately sixty identified students on the IPoly Watch List at any one time. Students are not released from the Watch List until they have consistently demonstrated progress toward their goal attainment.

Career Technical Education

Career Technical Education (CTE) is a State-funded program that provides career and technical preparation to meet identified industry needs and standards. In addition to providing skills, students gain experience needed for employment and participate in courses that offer opportunities for hands-on training. The department offers vocational and college preparatory courses to all students in grades nine through twelve. The CTE department is staffed by one part-time teacher. All CTE classes can be taken for practical arts credit and many are also University of California-approved for fine art credit: UC/CSU "F" credit and now "G" credit. More than 95% of our students take CTE classes at some point during their four years at SPHS.

CTE courses fall in a three course sequence of industry sector pathways Design, Visual and Media Arts with two of the courses taught by a CTE credentialed teacher.

Enrollment Data

IPoly High School is located in Los Angeles County and serves four counties including Los Angeles, San Bernardino, Riverside, and Orange counties. The student population is a representative cross-section of the community and reflects the cultural profile from the surrounding cities. Over the years the physical location of where our students are coming from has shifted but the district demographics of the top 50% of our students remains similar. Three years ago, over fifty percent of the total student population came from surrounding districts with the largest percentage coming from Pomona at 16%, West Covina at 11%, La Puente at 9% and Ontario at 9%. These cities are all located within a 15-mile radius of the school. The remainder of the student population was drawn from 44 cities throughout the Los Angeles, Riverside, and San Bernardino counties.

The analysis of 2017 – 2018 school year, we find the following breakdown of 51% of our demographics:

- Chaffey Joint Union = 18.3%, located about 22 miles from IPoly

- Pomona Unified = 16.6%, within a 10-mile radius

- Rowland Unified = 8.7%, within a 10-mile radius

- Covina Valley = 7.6%, within a 10-mile radius

The remainder of the student population is drawn from 40 cities throughout the Los Angeles, Riverside, Orange and San Bernardino counties.

Student demographics show a wide range of socio-economic, educational, and cultural backgrounds.

- Overall, the school has an 91% minority enrollment, an increase of 11% since 2012.

  o Hispanic Latino being our largest demographic at 61.55%

- An average of the past three years shows that more than 40% of our students' parents never completed college, with 15.8% with a high school diploma or less.

- English is a second language for nearly 30% of the student body.

- The current enrollment by gender is 49.5% female and 50.5% male.

  o Although ninth grade entrance is done to include equal enrollment by gender, the overall percentages fluctuate due to transfer students both enrolling and exiting IPoly.

Summary of Intervention Programs and Specialized Programs

1. English Language Learners:

   IPOLY and LACOE carefully monitor the progress of English Learner students and evaluate their progress annually. We have a high reclassification rate, partly due to the fact that students come to us with strong literacy skills in their own primary languages. To better meet each student's specific needs, we reassess our EL students and alter pacing, specific curriculum, and assessments when needed.

   The EL (English Learner) program at IPoly High School supports students whose primary language is non-English. The program consists of identifying, testing, and placing students appropriately. The success of these students is of utmost importance, thus, IPoly works to access all resources including Title III (English Learners) funds and an ELD Coordinator. (Title III funds are not a steady source of funding as our EL population is quite small). The Coordinator is regularly trained by the County Office of Education and follows a prescribed program of instruction. The Coordinator provides support to teachers with consultation as well as in-service material at faculty meetings. Students' criteria for Fluent English Proficient designation are regularly monitored to ensure proper placement.

   The ELD program offers two fundamental services for students identified as English Learners. First, all of IPoly's teaching staff is trained in SDAIE strategies. Additionally, for students who have not attained Fluent English Proficient status ,a separate class uses the Edge ELA curriculum for English Learners at the high school level, plus direct and guided instruction from two foreign language instructors.

2. Programs for Socio-economically Disadvantaged Students:

IPOLY offers all students the opportunity to complete an application for Free and Reduced Lunch. We adhere to the federal guidelines when qualifying students and then offer a variety of resources to assist students in accessing all aspects of our high school. The Principal's Discretionary Fund is used in part to provide opportunities for low-income students to participate in school wide events that they would otherwise not be able to access. A few of our academic supports include college admission waivers, an academic support counselor, as needed, providing free- of-charge tutoring services, and peer/ adult tutoring on campus. Additionally, academic support classes are offered during elective for students needing more directed instruction time with teachers.

3. Services for Students with Special Learning Needs:

The Department of Special Education at IPoly provides services for all students whose educational needs have been determined to require an Individualized Education Program (IEP). This individualized program is developed by a multidisciplinary team that is comprised of the student, family members, teachers, specialists, counselor, and an administrator. Based on individual need, the IEP dictates program placement, program services, designated supports, accommodations, modifications, and assistive technology deemed necessary for the student to progress and be involved in the general education curriculum within the least restrictive environment and to achieve educational benefit. Additional services include monitoring, social skills intervention, transition plan services, language and speech services, and Designated Instructional Service (DIS) counseling, and occupational therapy.

4. Homeless and Foster Youth:

Homeless youth are afforded all rights and access to Los Angeles County Office of Education. Zero students are recorded as homeless. Foster youth receive special counseling with the Principal to ensure that guidelines pertaining to foster youth graduation requirements are understood and met. We know of no foster youth, yet not all report as such.

DEMOGRAPHIC DATA

SOCIOECONOMIC STATUS

Parent Education Level

Over the last five years, parent education level has increased in college graduates by 15%. Even though this is an upward trend in more parents being college graduates, for the last two years we still hover in the range of about 40% of our students identified as first-generation college-bound. This statistic is important for us to keep in mind as we plan education for parents and students regarding being college and career ready and the understanding of the college admission process.

Level	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Non-high school graduates	8.1%	5.4%	5.5%	4.8%	3.6%
High school graduates	13.7%	14.6%	13.7%	12.0%	12.2%
Some College	27.4%	27.2%	24.4%	23.7%	23.7%
College graduates	31.7%	35%	41.6%	45.3%	46.3%
Graduate school	17.8%	16.1%	13.5%	12.4%	12%
Decline to state	1.3%	1.7%	1.3%	1.8%	2.2%
1st Generation	49.2%	47.2%	43.6%	40.5%	39.5%

Free/Reduced Lunch Status

Every year students and families are given the opportunity to apply for free or reduced lunch based on family income. Each year we have similar numbers qualifying for the free and reduced lunch program. It ranges from 24% to 30 % depending on the year. Because we have an open campus for lunch, we have found that approximately 25% of students who qualify, pick up a lunch on a daily basis.

Federal Free and Reduced Student Enrollment		
School Year	Reduced/Free	Percent
2017-2018	159/542	29%
2016-2017	168/556	30%
2015-2016	155/558	27.7%
2014-2015	138/547	24.7%
2013-2014	140/555	25%

STUDENT ENROLLMENT

Grade Level

IPoly has a defined space allotted for classrooms and each year we accept the maximum number of students to complete our program. This being said, we have needed to cap the grade-level enrolment to 140 students per grade as predicated with our new building.

Grade	2017-2018	2016 - 2017	2015-2016	2014-2015	2013-2014
9	136	134	137	143	141
10	138	133	141	133	133
11	132	142	134	129	132
12	141	132	129	128	128
Total	547	541	541	533	534

Gender (per CBEDs/CALPADS)

In the current school year, our male population has grown significantly while our female population has decreased significantly. We have several students who do not identify with either sex but were included in the CBEDs demographic.

Grade	2017-2018	2016 - 2017	2015-2016	2014-2015	2013-2014
Male	50.5%	50%	48%	44%	54%
Female	49.5%	50%	52%	56%	46%

Ethnicity

Over the last five years, IPoly has maintained a consistent ethnic distribution within our student body. Since our students enter IPoly based on lottery, it is not tracked how many of each ethnicity applied to IPoly. All students who are eligible have equal chance to attend IPoly.

I love that students come from different cities and backgrounds, yet they work well together and create amazing projects and their personal growth is amazing to witness.
- Elena Bazaldua, 9th-11th Spanish

	2017-18	2016-17	2015-16	2014-15	2013-14
American Indian or Alaskan Native	0	0	1=<1%	1=<1%	1=<1%
Asian	44=8%	51=9%	52=9%	52=9%	46=8%
Pacific Islander	0=0%	1=<1%	1=<1%	2=<1%	2=<1%
Filipino	59=11%	56=10%	54=9.6%	43=7%	47=8%
Hispanic or Latino	333=62%	349=63%	344=62%	334=62%	369=66%
African American	15=2.7%	13=2.3%	17=3%	13=2.3%	13=2.3%
White (not Hispanic)	45=8.3%	62=11%	71=12.7%	82=15%	67=12%
Multiple or No Response	45=8%	24=4%	18=3%	0	0
Total Student Count	541	556	558	547	555

Predominant Primary Languages Other Than English:

The only other language other than English that is predominate is Spanish. In saying this, we have a very low English Learner rate as 99% of students that have Spanish as a primary language come to IPoly as a Fluently English Proficient or Redesignated Fluent English Proficient student.

Title I

IPoly does not receive funds for Title I.

Special Needs and Other Focused Programs:

Special Education

During the 2014-15 school years, approximately 3% of IPoly students received special education services. This past year, approximately 2.5 % of IPoly students received special education services thus showing our Special Education population remains rather consistent. Through search and service, using the Child Find Questions in the Aeries four to six students are typically identified each year. An average of 4 students receive services through general education 504 plans. The special education team consists of a Resource Specialist Teacher (RST), Speech and Language Pathologist (SLP) and a school psychologist. All members of the team are shared with other sites within LACOE. The RST spends approximately 40% of their contracted time providing individual support services to IPoly students, as do the SLP and school psychologist. The Special Education team meets regularly with administration and teacher teams to ensure that student needs are met. The number of students receiving special education services has not significantly changed over the past three years.

Year	Enrollment	Students with IEP	RST ONLY	Speech ONLY	Both RST and Speech
2017-18	542	2.5%=14	11	3	2
2016-17	541	5%	11	2	3
2015-16	541	3%	10	3	1

Resource Model: The Resource Model includes a pull out service, push in service in addition to a class called Access Learning. Historically, IPoly has had a pull out model to support students. Throughout the years it was determined that pulling a student out of a classroom they are struggling in addition to the project based collaborative model of IPoly not only has become a hindrance but a detriment for most Special Education students to be successful. Beginning in 2017 – 2018, we established the Access Learning model in addition to wanting to begin a push in model having our Resource teacher go into classes essentially being a co-teacher to general education courses. Access Learning is available for all students with below a 2.5 GPA and it is a regularly scheduled elective taught by the Resource Teacher and a General Education Teacher in which students' individual goals and needs are addressed. Through one-to-one and small group intervention, emphasis is placed on providing support for the general education curriculum, as well as training in social norms, independence, and self-determination. We began Access Learning in 2017 – 2018 school year to better meet the needs of our Special Education students and our goal is to house multiple resources that include electronic books, instructor's presentation materials, textbooks for in-class use, test preparation materials, computers/on-line access, and more.

Monitoring-Only: Monitoring-only as a service model is assigned when a student with special needs has reached a place in academic development where direct intervention is no longer needed. Monitoring occurs through arranged meetings between a student and a Case Carrier. Frequency and length of meetings is determined according to individual need. Monitoring-only may be assigned as a means to support a student as he/she is preparing to exit special education services, or in preparation for post-secondary service models (Section 504 of the Rehabilitation Act, Americans with Disabilities Act). At this time, we do not officially have any student on monitoring only.

Transition Services: Once a student has reached the age of fifteen, and prior to the student's sixteenth birthday, an Individualized Transition Plan (ITP) is developed as part of the annual/triennial IEP. The purpose of this plan is to assist the student in preparing for transition from the secondary to the post-secondary setting of his/her choice. We are beginning to develop a model to support all students in the transition to postsecondary endeavors.

LANGUAGE PROFICIENCY

English Learners

Over the years, our numbers of English Learners have remained steady and under 1% of the population. For example, in 2017 -18 students categorized as English as a second language represented approximately 30% of the student body. Of those students, approximately 30.1% have been identified as IFEP or RFEP leaving less than 1% in need of English language development.

The chart below shows total school enrollment, students designated each year as English learners, students reclassified each year, students reclassified over the span of their school career enrollment, and the total segment of the student body population with a primary language other than English who were initially designated as fluent English speakers. The last column shows that we have 30 – 37% of our population who have English as a second language.

	Enrollment	English Learners	RFEP	TOTAL RFEP	IFEP	Total % Second Language
2017-18	547	3	3	80=14.6%	85=15.5%	30.1%
2016-17	541	8	2	79=14.6%	99 = 18%	32.6%
2015-16	541	10	0	85=15.7%	107=19.7%	35.4%
2014-15	533	8	0	83=15.5%	108=20%	35.5%
2013-14	534	5	0	96=17.9%	108=20%	37.9%

Data Addressing the Eight State Priorities

LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

The degree to which teachers are appropriately assigned

All teachers at IPOLY meet the Highly Qualified status (for NCLB). Teachers at IPOLY are credentialed for their subject areas.

Additional Qualifications of Staff

Certificated Staffing Demographics 2017-2018						
	# YRS in Ed	# IPOLY YRS	Admin YRS in Ed	Admin IPOLY	Counselors in Ed	Counselor at IPOLY
0-5	2	8		2		1
6-10	2	3		1		
11-15	6	6	1			
15+	14	7	2		1	
TOTAL		24	3	3		1
AA/CTE						
BA		1				
BA+30		4				
Masters		6				
M+30		4				1
M+60		9		2		
Doc				1		
		24		3		1
Male		11		1	1	
Female		13		2	0	

Based on the chart above we have a very seasoned staff here at IPoly. Three of the teachers that have taught less than five years at IPoly are Special Education staff and are moved around LACOE as itinerant teachers based on caseload. Out of the additional five teachers three were hired to replace staff who retired. Once a teacher is a good fit for the unique collaborative culture in both staff and curriculum they normally choose to stay.

# IPOLY Years	Classified # IPOLY Years	Paraprofessional Staff Years in Education
0-5	1	2
6-10		
11-15	1	
15+	3	
TOTAL	5	
Male	2	1
Female	3	1

- IPOLY does not have any Nationally Board Certified teachers.

- No teachers are teaching outside of their credentialed areas (Ed. Code 4263).

- 23 out of 24 teachers have advanced degrees beyond their Bachelor Degrees.

- Years of Ed Service District and total: see chart above

- All teachers are CLAD certified and our teachers new to the profession are enrolled and active in the Induction Program (formerly Beginning Teacher Support and Assessment, BTSA) for additional training. Site administrators and teacher leaders plan and deliver site professional development on Friday afternoons. Teachers attend conferences in topics that support the goals of WASC, and LEA Strategic Plan/LCAP goals.

- Gender and Ethnicity of staff: see charts above

- IPOLY does not track the attendance rates of individual teachers but all teachers are allocated ten sick/personal days per year. We do not have an attendance concern with our teachers.

- We have two paraprofessionals assigned to Special Education

Pupils Have Access to Standards-Aligned Instructional Materials

Each fall, teachers are surveyed about the availability of course resources and materials, per the Williams Act. All materials were found to be sufficient in fall, 2017.

School Facilities

In August 2012, a new and exciting era began for IPoly. Just six months following our WASC visit, and after holding classes in portable buildings for over two decades in a parking lot at the southwest area of the Cal Poly Pomona Campus, the new 21 classrooms, 20-million-dollar state-of-the-art facility was finished. The beautiful, new two-story IPoly facility features interactive Smart Board, document camera, and desktop technology in every classroom, a computer lab, and even a video production classroom. This facility has provided a permanent home, increasing the possibilities for student learning and curriculum expansion. The green-friendly building sits on 1.5 acres of land on Cal Poly's campus and was awarded the LEAD Green Award or being environmentally friendly.

The new building is amazing to have considering the humble beginnings of where the school started. This building is symbolic in the permanent stature of the building it shows confidence and a commitment from both LACOE and Cal Poly Pomona in IPoly's successful educational program and the academic excellence of our students. IPoly leases the building from Cal Poly with a guarantee of a 30-year lease but the MOU is signed annually.

The maintenance of the building is both the responsibility of LACOE and Cal Poly Pomona. When the school was built, a memorandum of understanding (MOU) was put into place stating what each partner was responsible in maintaining and fixing. For custodial services, LACOE contracts with Cal Poly Pomona Facilities to provide IPoly with one full-time custodian and one part-time night custodian. The custodian is limited in his ability to complete all the jobs necessary for a school custodian based on his union contract, therefore IPoly administration has continually worked with Cal Poly facilities to rectify ongoing concerns. For the last two years, IPoly has contracted with an outside company to come in and deep clean on all holidays and breaks including a thorough cleaning during summer.

The new building has a state of the art multipurpose room with sound and lighting. In the summer of 2014, carpet was installed in every classroom due to the high noise level as a result of the concrete floors. Also, in 2015, each classroom was equipped with the new SMART Board technology. The classrooms are large and have some storage, however when being built, there was no thought about growth as evident by not building in extra classrooms and no extra storage outside of that in the classroom. It is a challenge to store anything for long periods of time, because IPoly doesn't have the room for it. Also, the multipurpose room needs more storage behind the stage and it only fits half of the student body at a time.

IPoly has several facilities inspections each year by LACOE and CalPoly. LACOE conducts on site visual inspections and follows through with any outstanding work orders that are residing within LACOE. Additionally, the principal receives a report after each visit noting any area of note or concern. The conditions of the school facilities are reflected in the LACOE Facility Inspection Tool FIT. According to the report, the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Additionally, Cal Poly has regular maintenance schedules for all systems including HVAC and meetings are held regularly, at least once a month, with other facility departments within CalPoly (electrical, custodial, security – police). When there is an issue with the facility we determine if it is a CalPoly work order that needs to be submitted or a LACOE work order as each are responsible for different aspects of the building.

Furthermore, IPoly has a safety plan and it is reviewed and updated each year in addition to ongoing meetings with Emergency Management Services at CalPoly Pomona.

LCFF Priority 2 – Implementation of Academic Standards

"Learning while producing" is IPoly'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 and California State University course requirements

- Achieve school-to-career objectives

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

- IPoly High School emphasizes:

- Thematic Project-Based Learning (PBL)

- Study of international and community issues

- Interdisciplinary course work

- Community service opportunities

- Internships with community and university partners

- Team and individual communication skills

Also, IPoly places an emphasis on student development beginning with personal responsibility, self-management, effective communication, lifelong learning skills and effective use of technology.

LCFF Priority 3 – Parent Engagement

Efforts to seek parent engagement in decision making

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.

Additionally, PTSA holds monthly meetings that are used to disseminate information at the school level. We give teacher reports and administrative reports each month and many times it is to increase 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 program and then responses garnered. Each month we send at least five 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 in the forms of flyers are available in the office.

The Los Angeles County Office of Education established the Parent Education and Consultation Program in April of 2016 to engage families in the education of their children. Additionally, LACOE hosted the Annual Parent Conference, on April 1, 2016, in collaboration with local colleges and universities. 111 participants attended a keynote session and workshops.

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 volunteer support at all events. PTSA that meets monthly and is actively engaged in fundraising for the school. The Dean of College Admissions also uses Naviance, an online college platform to communicate to parents. Bi-monthly, parents are invited to College Nights that educate parents about the choices their child has in post-secondary education. These college nights are offered in English and quarterly in Spanish and cover topics ranging from Naviance, an online tool for students and parents to align their strengths and goals to post-secondary options, to Financial Aid Night, Test Prep, and the application process. We also will hold 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 show case and public component of each interdisciplinary project.

LCFF Priority 4 – Performance on Standardized Tests

When the CST was in place, it provided one area in which we could reasonably compare student achievement by groups. Currently, we have three years of SBAC testing data to inform us after two years of no standardized academic testing results. This lack of data, has left us looking for other valid measures of student achievement by groups. Throughout the years we have looked at "a-g" completion rates, pass/fail grade data, graduation rates.

CAASPP Comparison 2015/2016 and 2016/2017 Results

CAASPP Results (All Students) – English Language Arts/Literacy

Overall Participation for All Students							
Grade Level	# of Students Enrolled		# of Students Tested		# of Students With Scores		% of Enrolled Students Tested	
	2015-16	2016-17	2015-16	2016-17	2015-16	2015-16	2015-16	2016-17
Grade 11	139	144	138	144	138	144	99.2%	100%

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 11	2696	2678.6	63	51.39	33	41.67	4	6.94	0	0

- There was an overall 3% loss in ELA for proficient students (from 96%-93%) from 2016 testing to 2017 testing but the overall proficiency rate remains exceptionally high at over 93%

- Zero of our students scored standard not met in the ELA overall achievement.

English Language Arts Subset Results

	Reading			Writing			Listening			Research/Inquiry		
	2015-2016	2016-2017	2017 State	2015-2016	2016-2017	2017 State	2015-2016	2016-2017	2017 State	2015-2016	2016-2017	2017 State
Above Standard	54%	52.78%	23.99%	78%	65.97%	26.73%	45%	40.28%	17.13%	75%	64.58%	27.67%
Near Standard	22%	43.75%	44.65%	22%	34.03%	44.29%	54%	57.64%	61.42%	24%	35.42%	46.80%
Below Standard	0%	3.47%	31.43%	0%	0%	28.98%	1%	2.08%	21.45%	1%	0%	25.53%

- From 2016 to 2017, all subsets lost a few percentage points in the above average band.

- The two areas we need to focus on for growth would be moving students up a band level in both reading and listening.

- IPoly continues to do very well in writing and research inquiry probably as a result of the heavy skill set required in semester projects assessment.

- IPoly performs more than 25 % or more over the state results in Above Standard for every subset in English.

CAASPP Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 11	139	144	138	144	138	144	99.2%	100%

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 11	2648.6	2625.2	18	15.28	45	34.27	26	34.27	11	15.28

Conclusions based on this data:

- For overall achievement in Mathematics, there was a 13% loss in students exceeding or meeting the standard (from 63%-50%) from 2016 to 2017.

- 50% of students met or exceeded the Mathematics proficiency standard.

- An increase of students Not Meeting the standard by 4%

- Maintains above state standard in overall proficiency by over 12%.

Math Subsets

	Concepts and Procedures			Problem Solving			Communication Reasoning		
	2015-16	2016-17	2017 State	2015-16	2016-17	2017 State	2015-16	2016-17	2017 State
Above Standard	30%	25%	25%	33%	20.14%	19%	29%	20.14%	19%
Near Standard	54%	47.92%	30%	60%	67.36%	42%	63%	72.22%	42%
Below Standard	15%	27.08%	44%	7%	12.50%	38%	8%	7.64%	38%

Conclusions based on this data:

- IPoly took a loss in both the following subsets: Concepts and Procedures and Problem Solving the percent Below Standard raised slightly from year to year

- Poly remains at the state proficiency or higher for each subtest.

College Scholastic Assessment Test (SAT) and ACT and EAP numbers

SAT	Math	Verbal: Critical Reading	Writing	% Participation of Seniors
2016-2017 (119 test takers)	548	575	N/A	85%
2015-2016 (114 test takers)	507	509	502	88%
2014-2015 (XX test takers)	522	501	409	?

SAT	Met Both	Met English, Reading and Writing	Met Math	Met None
2016-2017 STATE	46%	71%	48%	27%
2016-2017 (119 test takers)	61%	92%	66%	3%
2015-2016 (115 test takers)	47%	53%	61%	NA

ACT	Composite IPOLY	Composite State	English	State	Math	State	Reading	State	Science	State
2016-2017 (22 test takers)	23.9	22.8	24.0	22.5	23.6	22.7	24.3	23.1	23.2	22.2
2015-2016 (26 test takers)	22.8	22.6	22.8	22.1	22.5	22.7	22.9	22.9	22.1	22.1
2014-2015 (30 test takers)	24.7	22.5	24.5	22.1	24.2	22.7	26.2	22.6	23.0	22.0

Conclusions based on this data:

- In both the SAT and ACT IPoly remains at state test levels or above

- IPoly students tend to do better in the SAT testing significantly above state scores in all areas

- IPoly created a Boot Camp for ACT (fall 2017) to encourage more students to take this assessment (50 students took the fall assessment)

Percent of students prepared for college via the EAP report

Based on the 2017 CAASPP results, the following guideline was established by California State University to determine if a student is College and Career Ready. International Polytechnic High School had 93% of the students in ELA and 50% in Math that met or exceeded the standard.

Achievement Standards	EAP Status
Standard Exceeded	Ready for CSU and participating CCC college-level English/Mathematics coursework
Standard Met	Ready for CSU and participating CCC college-level English/Mathematics coursework – Conditional
Standard Nearly Met	Not yet demonstrating readiness for CSU and participating CCC college-level English/Mathematics coursework
Standard Not Met	Not ready for CSU and participating CCC college-level English/Mathematics coursework

Class of:	2013	2014	2015	2016	2017
EAP English	61%	66%	88%	96%	93%
EAP Math	42%	39%	58%	63%	50%

Conclusions based on this data:

- IPoly students have steadily increased their college and career ready status in English taking them from 61% to 93% College and Career Ready

- IPoly has been inconsistent in trajectory of College and Career Readiness in Math but with the lowest being 39% and the highest being 63% we are implementing changes that have positively impacted students.

English Learners who become English proficient (CELDT)

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	50	50	57	50	50	14	0.0	0.0	29	0.0	0.0	0.0	0.0	0.0	0.0
10	*	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*
11	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*
12	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0
Total	33	50	60	67	50	20	0.0	0.0	20	0.0	0.0	0.0	0.0	0.0	0.0

* Summary data is not provided when there is a total of three or fewer students tested in a particular subgroup.

CELDT (All Assessment)

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	67	83	57	33	17	14	0.0	0.0	29	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*
11	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*
12	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0	*	*	0.0
Total	58	79	60	42	21	20	0.0	0.0	20	0.0	0.0	0.0	0.0	0.0	0.0

Conclusions based on this data:

- For the past three years, 100% of our ninth graders tested as intermediate, early advanced, or advanced.

- The EL-designated population is less than 1% of the total student population.

- While we provide our 4 EL-designated students resources and support, we have a statistically minimal number of EL students. We have a designated EL coordinator, who is in charge of providing support for our EL students, as well as assessing them for redesignation when appropriate.

Physical Fitness Test Results

This graph displays the percent of 9th grade students who scored in the Healthy Fitness Zone on the California Fitness tests. Students are expected to meet Physical Fitness standards in six areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extensor Strength, Upper Body Strength, and Flexibility. 2016-2017 Data is not available.

Percentage of Students Scoring in the Healthy Zone

Legend:
- Abdominal Strength
- Aerobic Capacity
- Body Composition
- Flexibility
- Trunk Extension Strength
- Upper Body Strength
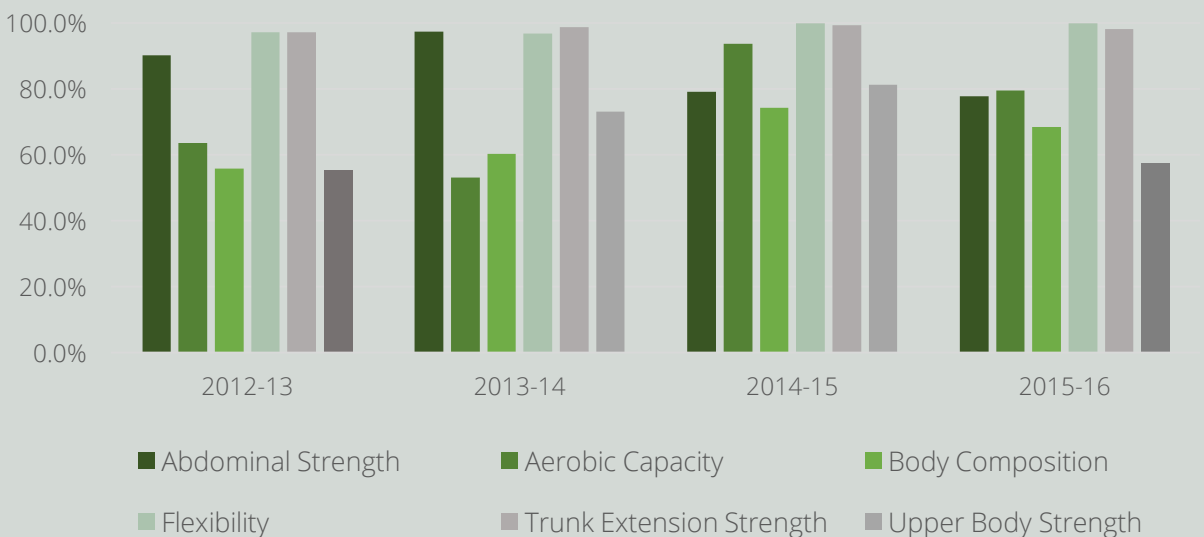
* CDS Code 19-10199-1995869

	2012-13	2013-14	2014-15	2015-16
Abdominal Strength	90.2%	97.4%	79.2%	77.8%
Aerobic Capacity	63.6%	53.2%	93.8%	79.6%
Body Composition	55.9%	60.3%	74.3%	68.5%
Flexibility	97.2%	96.8%	100.0%	100.0%
Trunk Extension Strength	97.2%	98.7%	99.3%	98.1%
Upper Body Strength	55.2%	73.1%	81.2%	57.4%

Grade Analysis of D's and F's

At-risk of failing determination was made by gathering grade data with courses which had an accumulated percentage of students receiving a D or F that exceeded 9% for the semester.

	Fall 2016		Spring 2017		Fall 2017	
	Grade of D %	Grade of F %	Grade of D %	Grade of F %	Grade of D %	Grade of F %
9th	Math-7.1%	Math –5.7%	Math -10%	Math - 9.3%	Science-10.8%	Science-0%
	English- 8.6%	English-2.1%			English-10.9%	English-1.6%
10th					Soc. Sci.-9.4%	Soc. Sci.-3.6%
					Math-11.3%	Math -5%
11th			Science-8.3%	Science-0.7%	Science-15.3%	Science-0%
					English-9.9%	English-0%
12th	Science-7.6%	Science-2.3%	Science–9.1%	Science-0%		

Conclusions based on this data:

- Changing the Math curriculum in the ninth grade during 2017-2018 school year has reduced the number of students at-risk of failing. This was the first year we did not have over 10% of students at-risk of failing.

- Ninth grade year is rigorous and difficult year of transition to a project based school and it is reflected in the higher percentage of students at-risk of failing. The higher percentage of at-risk students as reflected in their grades is attributed to the type of study skills needed to balance an interdisciplinary project- based curriculum.

- Students, as a whole, who struggle in math in the ninth grade, also struggle in the 11th grade with Chemistry.

- If looking at a year to year trajectory we have decreased the percentage of at-risk of failing students in math and English.

- We still need to look at incorporating study skills in 11th grade Chemistry and all our ninth-grade courses to better layer student learning toward success.

LCFF Priority 5 – Pupil Engagement

High School Graduation Rate:

As indicated in the table below, most IPoly seniors achieve graduate status.

Class of:	Cohort Graduates	Cohort Graduate Rate
2016-17	131	99%
2015-16	129	99%
2014-15	128	100%
2013-14	127	96%

Chronic Absentee Rate:

IPoly averages about 20 students per day who are absent for one or more periods, the majority of which are partial day absences. Chronic absenteeism is addressed through counseling and health referrals, and Attendance Contracts. Chronic absenteeism is not considered prevalent at this time.

Dropout Rate for High School:

International Polytechnic High School does not have a significant drop out rate. If you were to analyze our cohort graduation rate, we still maintain a 99% overall average.

Tardiness rate:

IPoly has retained the same tardiness rate over the last three years. Since we have students commuting to our school site the tardiness rate at IPoly during the 2015-2016 school year was about 8% and our current tardiness rate is anywhere from 4% to 8% depending on the day. The school has a tardy policy and students must sign in at the front desk before going to class. During the 2017 – 2018 school year we installed fences and are still in the process of securing our gates so that all students are required to move through the office. During the beginning of surrounding colleges terms, we experience a high rate of tardiness due to the traffic parents encounter. On any day you can encounter three times the average tardiness rates than on a typical day.

Consequences for excessive tardiness include Saturday School, after-school detention, and for students whose grades are impacted, we assign after -school tutoring to help them get back on track.

Each day the principal receives a report detailing the number of tardies and how many calls went out notifying parents of the tardies.

Average daily attendance:

For 2016-17 and 2017-2018, Average Daily Attendance was at 98%, and in 2015-16, it was 97%, maintaining the high level of attendance rates. A dialer goes out to homes each evening to report partial day or full day absences, and precise records are kept regarding absences.

Each day the principal receives a report detailing the number of absences and how many calls went out notifying parents of the absence.

"I still believe in the old IPoly philosophy of "it takes a village to raise a child." Small school allows staff to all keep tabs on students/know them better/and share with each other concerns so we know to help and keep an eye on some that may need extra help or support… sometimes academic, sometimes personal."

-Denise Cancino, 9th Grade Environmental Biology

LCFF Priority 6 - School Climate

Suspension and Expulsion Rates

As seen in the chart below, IPoly does not have significant discipline problems that escalate to suspensions or expulsions.

Rate	2017-18	2016-17	2015-16	2014-15
Suspensions	2	1	1	2
Expulsions	0	0	0	0

Expulsion

IPoly has had no expulsions in the last four years.

Discipline Referrals

IPoly has access to the LACOE discipline referral and suspension database but since we typically have fewer than two a year, we do not have a statistically significant number. We issue lunch detention for a variety of rules that were broken including: skateboarding, being defiant in class, cheating, and outside without a hall pass.

Student Participation in Co-Curricular Activities and Extracurricular:

International Polytechnic High School offers a variety of opportunities to all students.   Since IPoly does not have an athletics program, IPoly partners with Southlands Christian High School to provide IPoly students with an opportunity to participate in sixteen teams in eleven sports competing under the auspices of the California Interscholastic Federation (CIF). Our agreement allows approximately 50 IPoly athletes per year to participate on high school competitive teams making up about 30% of Southlands total athletic population. With approximately 50 students participating in sports in one of our three seasons to offering more than thirty clubs on campus, most students participate in a co-curricular or extracurricular opportunity. Currently IPoly students are invited to try out for all the following teams at Southlands Christian.

- Football (Varsity and JV)
- Girls Volleyball (Varsity and JV)
- Co-ed Cross Country
- Cheerleading
- Girls Basketball (Varsity and JV)
- Bays Basketball (Varsity and JV)
- Boys and Girls Soccer
- Boys Baseball
- Boys Volleyball
- Girls Softball
- Co-Ed Track and Field

The agreement is that IPoly students that make a team are responsible for their own transportation to practice and games. At times Southlands will send transportation for our students but other times parents need to check their student out and transport them. We are partnering with Southlands Athletic Director to investigate more efficient procedures so all staff are aware when games are happening and when students may need to miss class in addition to supporting our athletes at games.

School Clubs

Clubs are recognized as authorized school clubs if they are sponsored by school personnel, composed completely of current school enrollees, hold the majority of their meetings at school and during the regular school day or after school, have a democratic plan for selection of members and leaders, and establish aims that are educational, of school interest, or of community interest. Each year, IPoly has approximately 30 clubs available to students and conducts a Club Fair in October to advertise the various clubs available. Examples are Strategic Gaming Club, Red Cross Club, Gay/Straight Alliance, Si Se Puede, Photography Club and Project Smile.

As reported below under surveys, approximately 98% of both students and parents feel IPoly provides a safe and clean environment for their child to thrive. Through a variety of survey results over the last three years, staff, faculty, parents and students have a positive sense of safety and school connectedness.

"I like participating in the Red Cross Blood Drive to contribute to the cause." -Malcom Canidate, 12th Grade

LCFF Priority 7 - Access to a Broad Course of Study

IPoly offers a single choice for courses at each grade level. The college prep curriculum offers students content through first year college. During the students junior and senior year, they are available to extend their curriculum by taking UC transferable courses at surrounding colleges at a greatly reduced rate through our MOUs with those educational partners. Below you can see our success in preparing students in a broad course of study.

	2017-18	2016-17	2015-16	2014-15
Enrollment	547	541	541	533
Graduating Seniors		100%	100%	100%
Enrolled in College Course*	88%	68%	71%	74%
Matriculation to Postsecondary		98%	96%	95%
Attending 4yr		59%	67%	66%
Attending 2yr		39%	36%	33%
First Generation Attending College	39.5%	40.5%	43.6%	47.2%

* Percentage of eligible students taking college courses while attending IPoly

Number of Students Meeting "A-G" Requirements

	2017-18	2016-17	2015-16	2014-15
Enrollment	547	541	541	533
Graduation Rate		100%	100%	100%
Cohort Graduation Rate		99%	99%	100%
UC "A-G" Course Completers		99%	100%	*
Enrolled in College Course**	88%	68%	71%	74%
Matriculation to Postsecondary		98%	96%	95%

* No information available

** Percentage of eligible students taking college courses while attending IPoly

Post Enrollment Data

IPoly has a record of preparing students for their postsecondary endeavors. During the 2016-2017 school year the state of California identified criteria that students needed to meet to be deemed College and Career Ready. Based on the parameters given, IPoly continues to offer and provide avenues to meet the College and Career Ready standard as seen from the chart below.

There are three areas that IPoly staff and faculty look at to measure the overall success of our students and the educational program we offer: graduation rate, students taking concurrent college classes, and Students Being College and Career Ready. As seen from the chart below, IPoly has a phenomenal percentage (98% - 100%) of students meeting these benchmarks.

Class of:	2014	2015	2016	2017	2018
Graduation Rate	96%	100%	99%	99%	*
First Generation Attending College	*	62%	52%	41%	39.5%
Matriculation to Postsecondary	95%	95%	96%	98%	*
A-G Completion with GPA	*	N/A	100%	99%	*
Students enrolled in a UC Approved Course	100%	100%	100%	100%	100%
4 year college or university	58%	66%	67%	59%	*
Community colleges or vocational	39%	33%	36%	39%	*
Military	3%	N/A	N/A	2%	*
Students taking College Concurrent Classes	45%	74%	71%	68%	88%
Students College or Career Ready**	*	*	100%	100%	100%

* No data available

**College or Career Ready is the percent of students by graduation, that have met one of the state's identifiers. IPoly students have met this preparedness by one of the following:

1. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
2. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
3. Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria plus one of the following criteria:
   a. Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
   b. One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
   c. Passing score on one AP Exam OR on one IB Exam

LCFF Priority 8 - Other Pupil Outcomes

During the fiscal year 2015 - 2016 our district spent an average of $7502.00 per pupil with only $66.00 being from restricted funds. In comparison the state spent $6574 per pupil with our district spending about 12% higher per pupil. Since our school is not Title I besides general state funding, the site receives Career Technical Education funding and Lottery, both restricted and unrestricted finding. Most additional funding needed to support outside activities are funds that are raised through clubs

In saying that, LACOE supports IPoly with additional funding from grants and specific funding when our needs fall within the guidelines of the grant. IPoly has performed under budget for the last three years, giving the administration funding to support the needs of the staff.

LACOE has supported IPoly with transportation to field trips, professional development for teachers, most training and support programs, in addition to facility support and technology. PTSA supports IPoly teachers and activities through mini grants that teachers submit proposals.

LCFF Priorities 9 and 10

Even though we are a school that is run by the Los Angeles County Office of Education, we do not typically have students that are identified as foster youth or serve expelled students. We do however, follow all the intake procedures to identify a foster youth as prescribed by our county office.

Schoolwide Student Outcomes

In keeping with the newly minted "IPoly 6 Cs," IPoly students are focusing on several crucial competencies necessary for success in 21st century life, work and society. As we introduce and discuss the qualities of the IPoly graduate with our entire stakeholder community, we have identified those areas that will most help our students in high school and beyond. For example, while the tradition of collaboration is firmly in place with the project-based curriculum, we also recognize that their collaboration skills have to transfer to real world situations. Likewise, we want our students to demonstrate highly-developed critical thinking skills in their projects and translates these skills over to their achievement on high stakes testing such as the CAASPP, PSAT, SAT and ACT as well as take these skills with them into their post-secondary endeavors.

Therefore, throughout their journey at IPoly, students will be expected to focus on mastering the competencies of the IPoly 6 Cs. The IPoly staff, curriculum and community provides students with opportunities, guidance and mentorship to successfully reach the goal of mastery in each category of the schoolwide student outcomes or as well call them – the IPoly 6 Cs.

Think Critically

"IPoly has prepared me for college by teaching time management skills, presentation skills and that late work is not accepted."
–Richard Rodriguez, 10th Grade

Develop Creativity

"Drama taught me how to have confidence in myself. It taught me to take risks and trust my own abilities even if no one else did."
–Camryn Barbosa, 12th Grade

Communicate Effectively

"Participating in FBLA and TED Talks taught me how to communicate better and honed my leadership skills."
–Marturia Yami, 11th Grade

Demonstrate Character

"Being involved in Rachel's Challenge, I've developed how to treat others kindly. I now know how many people need that one act of kindness every day."
–Natalie Rodriguez, 10th Grade

Work Collaboratively

"A thing that I like about drama is the atmosphere of love and support it creates, everyone is there for each other through their ups and downs."
–Ali Asad, 12th Grade

Embrace Culture

"What I like most about Perspectives is learning how to work with people that have different thinking patterns, to solve different conflicts, and to work more efficiently in group activities."
–Yulissa Gomez, 10th Grade

6Cs

Perception Data:

Surveys of stakeholders on the sense of safety and school connectedness

International Polytechnic High School has, over the years, taken advantage of many survey opportunities both formal and original to our site.   These include senior exit surveys, parent surveys, student surveys, and staff surveys. As seen below from the three-year summaries of our surveys, students and parents feel safe at IPoly and communication to both students and parents come up as a highlighted need. A sampling of the survey results for the last three years are below.

Student Survey Results

	2015		2016		2017	
	Agree & Strongly Agree	Disagree & Strongly Disagree	Agree & Strongly Agree	Disagree & Strongly Disagree	Agree & Strongly Agree	Disagree & Strongly Disagree
IPoly provides a clean and safe environment for learning	97%	3%	98%	2%	98%	2%
Students in my school treat each other well	95%	5%	96%	4%	91%	9%
Teachers are usually willing to make extra times for support	83%	17%	95%	5%	90%	10%
Students help decide what goes on in my school	87%	13%	86%	14%	89%	11%
Students respect teachers	95%	5%	95%	5%	93%	7%
Teachers apply the same rules to all students	85%	15%	80%	20%	84%	16%

"I love teaching at IPoly because the students are committed to success and aspire to learn skills applicable to real-world problem solving situations."

-Trent Speier, 9th Grade Mathematics

Parent Survey Results

	2015		2016		2017	
	Agree & Strongly Agree	Disagree & Strongly Disagree	Agree & Strongly Agree	Disagree & Strongly Disagree	Agree & Strongly Agree	Disagree & Strongly Disagree
Teachers communicate with me often about my child's progress and improvement	97%	3%	98%	2%	98%	2%
I'm informed about services for my child and me (e.g. tutoring, parent workshops, and community resources)	95%	5%	96%	4%	91%	9%
The school works with me to keep my child on track for graduation	83%	17%	95%	5%	90%	10%
I feel welcomed at my child's school because the staff treats me with respect	87%	13%	86%	14%	89%	11%
I believe this school values me as a partner in my child's education	95%	5%	95%	5%	93%	7%
IPoly provides a clean, safe and secure environment for learning	85%	15%	80%	20%	84%	16%

Which Improvements would you MOST like your school to make	2015	2016	2017
Communication with Parents	68%	58%	51%
Parents Training and Resources	16%	24%	17%
School Committees	8%	8%	14%
School Safety	8%	9%	16%

Brief Summary

Our data shows that International Polytechnic High School is an educational institution that excels at preparing students for postsecondary endeavors. With a consistent graduation rate above 98% in addition to 100% of our students in the last two years being identified as College and Career Ready our data shows that when a student enters IPoly, if they engage in the rigorous curriculum provided they will gain the skills and knowledge necessary to perform well in their future goals.

A few areas that have been identified needing further exploration is that of increasing our proficiency in mathematics and looking at ways which we can better communicate with all stakeholders.

As teachers and staff further unwrap the data surrounding IPoly if each Focus Group keep in mind how their area of focus can be positively impacted by adding additional systems of communication and focusing on the tracking of project-based learning assessment data, we can further identify some actions to move the school closer to proficiency in all areas.

"What do I like about working at IPoly? We have amazing students."

-Damon Hedman, 10th Grade Physics

CHAPTER III:
Self-Study Findings

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Our **vision and mission statements** were recently revised after a careful analysis of **student/community data,** global competencies, student needs, current educational research and the belief that we as an institution should be preparing students to be college and career ready. Over the course of the 2016-17 school year, staff revisited what our school represents, reviewed **data and stakeholder surveys**, and discussed what we want 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. After brainstorming, staff and administration broke into groups and **collaborated** to develop the new IPoly vision and mission statements. After presenting these to both **PTSA** and our **Shared Decision Making Committee** (SDMC) and asking for input, we incorporated the feedback to revise and then create the final versions for both statements. Thus, the new IPoly Vision and Mission Statements, which included the IPoly 6 Cs, were adopted. The **IPoly 6 Cs** have replaced the ESLRs	**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.** **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**

| and address the traits and global competencies needed for student success. These 6 Cs draw upon research from the 4 Cs and the Partnership for 21st Century Learning (P21) framework. As such, they prepare students for college and career pathways. | **the focus of the projects, ensuring that students:**
• **Develop Creativity**
• **Think Critically**
• **Communicate Effectively**
• **Work Collaboratively**
• **Embrace Culture**
• **Demonstrate Character**

Student perception and survey data

Parent survey data

Summer PD agendas and notes

Staff meetings and agendas

SDMC meetings and agendas |

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
The cornerstone of all we accomplish at IPoly is our belief in the value of collaboration. The **vision and mission statements** are continually updated in a collaborative process with students, staff, and community stakeholders. Effective processes, including **consistent meetings** to review progress, ensure that the entire school community participates in the revising and developing of the vision, mission, and 6 Cs. At the start of the 2016-17 school year, **extended summer professional development** allowed all staff to be engaged in the initial development of the 6 Cs, involving whole staff, grade level, and department level discussions at intervals across a period of two weeks. IPoly continues to value curricular development and improvement, so periodic refinement and revision occurs accordingly throughout the year to more accurately reflect what IPoly seeks to accomplish. For IPoly, time and	**IPoly vision and mission Statements** **Staff meetings and agendas** **SDMC minutes and agendas** **PTSA meetings, agendas, minutes and records** **Summer professional development agendas, sign-in sheets**

collaborative effort remain essential to proceed with shared assumptions, beliefs, and goals as an institution. IPoly's **school-wide plan**, the **district's goals and strategic plan**, as well as the **LCAP eight state priorities**, are clearly addressed within our vision and mission. The alignment of all these plans is important in creating a site action plan that will meet goals and drive decision making about priority spending to meet those goals.	**School Action Plan/Schoolwide Plan** **District LCAP** **District LCAP priorities** **LCAP Parent Survey Results**

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
To check for understanding, the school engages stakeholders in **formal and informal discussions and interviews** about student learning, behavior, or career and college readiness. No matter the stakeholder group or forum (PTSA, Parent and Student College Information Nights, SDMC, IEPs, SPTs, etc.), everything is framed and focused on the **IPoly vision and mission**. These statements provide stakeholders understanding of what we want to accomplish as an institution. IPoly's vision and mission statements are distributed and presented to new families at **New Parent Orientation**. Also, all stakeholders receive a copy of the **IPoly Handbook**. Incoming freshman 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. Each department incorporates the 6 Cs 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	**SDMC and PTSA meetings and agendas** **IPoly vision and mission Statements** **New Parent Orientation handouts** **IPoly Handbook** **Course syllabi and outlines**

| 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. | |

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
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: • 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 • Monitors results regularly and approve the single school-wide action plan and its relationship to the LACOE's strategic plan.	**LACOE website** • **Board meeting minutes** • **Board agenda** • **Board policies**
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 stakeholders through the LACOE.edu as well as email. The Governing Board meets monthly at the district office in Downey, California.	**LCAP plan** **Staff meeting agendas**
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	**District Leadership Meetings and agendas** **SDMC governance document** **SDMC meeting minutes** **Staff meeting minutes**

works collaboratively with the stakeholders for implementation and compliance.	

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The roles and responsibilities of the **governing board** and the professional staff throughout the school district are clearly communicated through a variety of forums. Through this communication, the governing board, LACOE, and IPoly High School work cohesively to educate students in preparation for their future endeavors. These elected officials play a key role in the LCAP process and ensure that all LACOE schools, including IPoly, are working towards the **LCAP goals** and student learning outcomes. The Board of Education takes great pride and responsibility in providing exceptional educational opportunities to all students. **Monthly administrative meetings** keep the principal and assistant principal informed of issues that are pertinent to IPoly. The larger mission of LACOE is to serve students who are at risk, incarcerated, or require substantial special education support, thus the issues and concerns at IPoly are frequently different from those of other schools managed by LACOE. Clear descriptions of expectations, roles and responsibilities are evident through many forms of communication. The School Board posts all **agendas and meeting minutes** online. The Board is consistently communicative with all stakeholders as they work efficiently and effectively to make decisions that continue to support student learning. Many of the initiatives within IPoly start with teachers and eventually move on to receive final approval from the Board of Education. Prior to consideration for board approval, all initiatives are vetted thoroughly through students, staff, and community members. The Governing Board philosophy regarding its role at the school site states, "The Governing Board and Superintendent desire to improve student learning by giving decision-making opportunities to those who are closest to the students…Under the direction of the Board, school employees,	**LACOE website** • **Board meeting minutes** • **Board agenda** • **Board policies** **LCAP plan** **Staff meeting agendas** **Board members' roles and responsibilities are found on the district website**

parents/guardians, students, and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, and recommendations of personnel selection as well as allocation of funds when applicable. The Board desires shared decision-making responsibilities with appropriate in-service training, and to encourage creativity at school sites." Although IPoly functions independently in many ways, LACOE does support its vision, curricular program, 6 Cs, 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 sight governing group is a formal Shared Decision Making Council (SDMC) whose **bylaws** are approved by LACOE. LACOE is committed to shared decision-making and takes an active role in verifying that each LACOE school program has an active SDMC helping to make decisions about critical school issues.	**SDMC governance document** **SDMC meeting minutes**

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
At the district level, governance is distributive, meaning that leadership and decision making are shared amongst all stakeholders. When the new LCAP was being developed, parent committees were formed from around the entire district to gather input and feedback. Historically, governance of IPoly on major program and policy issues has been a collaborative effort between teachers and staff. Discussions regarding student needs and progress including performance on standardized tests and curriculum development are held school-wide; however, **SDMC** is responsible for determining how to best support and guide student and program needs, specifically in the allocation of funds. The SDMC has been able to remain inclusive of all staff by reporting back and receiving input from those whom they represent.	**SDMC governance document** **SDMC meeting minutes** **Staff meeting minutes**

As stated previously, at the site level, we have a Shared Decision-Making Committee (SDMC). In addition, the administrative team, faculty and staff, Associated Student Body, community stakeholders, and parents (primarily from PTSA) collaborate to ensure that policies and bylaws support the school's purpose.	**ASB governance document**
Besides SDMC, we also have an **ASB** Board. This group provides valuable input regarding the direction of IPoly High School. This board is either elected by popular vote.	**IPoly website, newsletter Constant Contact bulletins**
Parents are informed of school involvement opportunities through several forums. These forums include the **school website**, email, social media, **Constant Contact system**, and the Remind App. At the beginning of each school year, at Back to School Night, parents are informed about PTSA and SDMC, which both have opportunities for parent participation. Parents, teachers, and stakeholders are encouraged to attend meetings at the district and site level. SDMC meetings and PTSA meetings are held monthly.	**Aeries and Naviance records**
School administration and staff are committed to keeping parents informed about not just school activities, but also on student learning. Through online portals, such as **Aeries and Naviance**, parents are so able to stay informed.	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
District office staff perform both scheduled and unscheduled visits to the site throughout the school year to observe process, monitor program implementation, as well as evaluate student learning. The Governing Board and Superintendent will attend graduation and may schedule site visits once or twice a year.	
At the site, district staff visit classrooms, interview students, monitor student engagement, their time on task, and evaluate the learning environment. They also examine student work samples, unit plans, grading rubrics, and data wall displaying	

student performance on classroom, local and state-mandated assessments. Information gleaned from these visits form the basis for the feedback given to the site administrator. Thereafter, the district staff meets with administration at which they communicate areas of strength and growth needs. The district team incorporate the input from staff and shares their overall assessment of school programs, operation, and student learning with regards to the academic standards and student learning outcomes to the governing board after a more detailed analysis. This two-way communication between district administration and the school site assures alignment with board policies, which conforms to Federal and State mandates.

In addition, through the student portal Aeries, the district officials have direct online access to students' state test scores, daily attendance, behavior and grades.

The Superintendent presents progress and subsequent plans towards accomplishing the district's LCAP to the LACOE Board of Education. The **LCAP** is then shared with school sites via the **district website**, site administrators, and other site governing bodies such as the SSC, SDMC, ELAC, etc. The Board, through district level allocations, ensures that the school site is fiscally solvent.

LCAP parent committee meeting agendas

LCAP information posted on the district website

IPoly does not have a SPSA as we are not Title One. Every year we develop a school plan that is monitored and updated annually by both the school site and district administration. This is done through a process that involves all stakeholders, including administration, teachers, parents and students. LACOE Educational Programs allows schools autonomy to develop their own site plan that aligns with the district LCAP goals and the LACOE Strategic Plan. This plan is reviewed by the SDMC and then submitted to the district office administration for final approval and oversight. Throughout this process, there remains a clear focus on the school mission, vision and 6Cs, which are embedded into all decisions. The district office and Board of Education monitor and evaluate growth in these areas. This evaluation is discussed in annual meetings with Chief Educational Programs Officer, directors and the Principal.

LACOE Board members and district administrators often attend school functions.

School Site Plan

The district uses the LCAP to allocate funds to each school, and the district's Strategic Plan reflects the LCAP goals and LCFF priorities.

Principal leadership meeting documentation

The district holds mandated, monthly **Principal leadership meetings**, as well as quarterly **Assistant Principal leadership meetings**. A mandatory, **district-wide leadership meeting** is held each year for all LACOE administrators. The school and the district are committed to monitoring the Eight State Priorities through data collection and review. This data includes attendance records, graduation rates, ELL indicators, college and career ready indicators (e.g. SAT), GPA... • Conditions of learning • Pupil outcomes • Student engagement	**Assistant Principal leadership meeting documentation** **Secondary curriculum and CTE meeting documentation** **Annual district leadership meeting documentation** **Annual LACOE Employee Conference Agenda**

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Established board and school complaint and conflict resolution **policies and procedures** are clear and effective in addressing stakeholder concerns. For example, teachers, parents, and other adult stakeholders are encouraged to contact the school either through email, phone, or in person if they have any concerns. IPoly administration typically attempts to resolve conflicts at the site level and is very successful for the most part. However, if the petitioner is not satisfied at the site level, he/she may file a grievance and follow the process as laid out in the joint contracts binding its unit members and LACOE.	**LACOE Board policies and directives - Available to public on LACOE website**
Should any stakeholder (parents, community members, etc.) find the need to go beyond the school environment with an issue, stakeholders would contact the district office. For more formalized complaints on legal issues, stakeholders are informed of the process using **LACOE Policy 1312.3 Uniform Complaint Procedures**.	**Complaint and conflict resolution policies and procedures for all stakeholder units**
Students who have concerns or complaints about school-related issues are encouraged to talk to the IPoly administration and/or staff members to verbalize their complaint and privately document their complaints in a **grievance form**. Otherwise the option to utilize the	**IPoly grievance form**

aforementioned Uniform Complaint Procedures is available to them via their parents. Available records indicate that these procedures have been effective in resolving conflicts especially at the school site level. The approachable, respectful, and collaborative leadership at IPoly has been instrumental in this effort. Staff, students, parents, and visitors are always welcomed to come in and speak with the administrators. Although the school promotes awareness of the board policy on conflict resolution, it simultaneously encourages and practices early and informal resolution of complaints whenever possible and applicable. Because of its small faculty size, IPoly discusses issues on a weekly basis. The end of each week is allotted for **staff meetings, department meetings**, or professional development. Also, throughout the week, faculty members consult their grade level teams during an 86-minute common preparation period. Issues are discussed and then may be subsequently raised during weekly staff meetings if they pertain to all students and staff.	**Faculty meeting agendas** **Faculty surveys**

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
IPoly's school improvement planning process is a cycle of continuous collaborative efforts that fosters stakeholder buy-in and commitment.	
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 meeting** every Friday, and **SDMC meetings** on the first Monday 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 may become part of the School Site Plan.	**Faculty meeting agendas** **SDMC meeting agendas**
As student achievement data continues to drive decision making about program, process, and resource allocation, stakeholders 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. Testing data (CAASPP, PSAT, SAT, CST, classroom formative and summative assessments) are being **analyzed** to identify areas of improvement within subjects and among groups of students. This information is then used to create school-wide goals for the year as well as the School Site Plan.	**School Data Analysis Sheets** **Teacher Survey**

These collaborative efforts provide on-going school improvement and the **School Site Plan** is continually analyzed to reflect and address the students' and the schools most current needs. This process not only provides a roadmap for the School Site Plan, but it also ensures the alignment of our School Site Plan to the district's goals and objectives as well as to the LCAP goals.	**School Site Plan**

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
As stated above, IPoly does not have Single Plan for Student Achievement (SPSA). Our **School Site 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 CELDT, SAT, ACT, CAASSP, and formal and informal classroom assessments weigh heavily into the development and implementation of the School Plan. Also, stakeholder perception and survey data is also analyzed.	**School Site Plan**
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 serves 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. When coupled with the analysis of student outcome data, such data becomes useful for identifying critical academic needs incorporated into and reflected in the School Plan as the school goals align.	**LACOE Board Agenda**
In November of each year, IPoly's School Plan is **brought to the Board** alongside other schools within Student Programs SPSAs. The School Plan is aligned to the **LCAP, LCFF, and LACOE Priorities**, but it looks a bit different than a SPSA as Educational Programs LCAP addresses the needs of all LACOE	**LCFF** **LCAP**

schools which are comprised of Juvenile Court Schools, Alternative Education, and two specialized high schools, IPoly being one.	**State Priorities** **LACOE Strategic Plan**

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt*: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Under the leadership of an open and collaborative administrative team, organizational structures exist at the school to ensure that leadership and staff demonstrate **shared decision-making**, responsibility, and self-evaluation on actions and accountability for implementing practices and programs that support student learning. Staff is involved in setting the agenda for establishing and reviewing schoolwide standards and policies, writing curriculum, designing projects, and increasing student achievement and accountability.	**SDMC governance document** **SDMC meeting agendas and minutes**
Instructional practices are reviewed and evaluated through a variety of ways. On a regular basis, administration does both formal and informal evaluation of each faculty member. With the use of the **online walkthrough tool**, administration can perform classroom walkthroughs easily and provide the teachers with immediate actionable feedback. During both **formal and informal observations**, teachers are asked to self-reflect on their classroom policies, procedures, curriculum, and student achievement to look for ways to better support student learning and success.	**Online Walkthrough Tool** **Formal Teacher Observation and Evaluation Documents**
Because of the alternative nature of our school and our flexible school schedule, a greater amount of time is dedicated to school-wide decisions about student and school needs. The IPoly staff members are dedicated to this process. **Content and grade level meetings** are used to look at available data and develop best practices. These meeting allow teachers to analyze closely the interdisciplinary semester long projects and modify, restructure or redesign them as needed. Administrators attend these meetings on a regular basis and offer support and guidance as needed.	**Grade level meeting minutes**

Programs are also continuously being evaluated for their effectiveness. Program adaptations are most commonly made by faculty members with the support and direction of the administration. Some examples of this process are evidenced in modifications restructuring of the **math and science courses**. This collaborative effort resulted from looking at our students needs and making sure they were going to be college and career ready upon graduation from IPoly. Other support structures sustaining shared decision making and responsibility at the school include staff being active participants in **SPTs, 504s, and IEP**. Teachers also collaborate in regards to students and their discipline, mental and social well-being, and academic achievement with amongst grade level teams as well as with the school counselor.	**Course Syllabi** **Course Outlines** **Records of attendance at meetings for SPTs, 504s, and IEPs**

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The school has effective existing structures for internal communication, planning, and resolving differences. As the custodians of the school's mission, vision and student learning outcomes, the administrative team frequently utilizes **SDMC**, **Friday meetings**, **grade level meetings** and conferencing to communicate, problem solve and delegate responsibilities to the appropriate staff members. Except in the case of confidential communication, administrators maintain an open door policy. Grade level teams consult freely with each other and with administration. Other forms of in-house communication exist at IPoly. The most popular is face to face. Staff communicates regularly with one another to resolve differences. This allows the school to address issues more quickly and efficiently. **Emails** are used often to share information from various entities and to clarify issues. IPoly strives to resolve differences at the school site level; however, staff can also have their bargaining units mediate through conflict resolution as needed. This distributive and shared governance structure has ensured effective communication among staff and between	**SDMC minutes, staff meeting agendas, grade level meeting minutes** **Emails** **Weekly: This Week at IPoly**

administration, while also promoting a culture of collaboration and cooperation. Each month the principal is required to submit a **School Site Instructional Tool** to district staff. LACOE Educational Programs is committed to providing the best educational experience to all students. In order to ensure services are of the highest quality, our team must strive to do all we can to advocate for positive outcomes at all levels. The Site Support Instrument is completed and signed by site administrator and in each of the eleven critical areas, the site administrator is required to note what actions have been made to complete the objectives.	**Site Support Instrument Tool**

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes 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.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
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 maintains 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 stakeholders.	**LACOE VPSS email and flyers** **LACOE Human Resources Forms and Trainings** **Monthly "Open Positions" from LACOE: Teacher positions**
Post hiring, all staff participate in ongoing professional development activities which focus on trainings that prepare them to be effective in their specific assignments and collective responsibilities. **Professional development trainings** are collaborative efforts supported by staff and LACOE consultants. These activities include formal disciplinary and interdisciplinary meetings and district trainings where staff are engaged in discussions regarding educational research and best practices that support the achievement of student learning outcomes and academic standards. School leadership frequently reviews the planning, implementation, and staff **evaluation of professional development training** to ensure their effectiveness.	**LACOE training notices (PBL, technology, digital curriculum)** **Teacher Performance Evaluation Documents**

New teachers participate in **LACOE's Beginning Teacher Support and Assessment induction training** (BTSA) to receive support and ensure proper training and preparation. Additionally, the new teacher's grade level team is a great support, helping to get their new team member acclimated and comfortable at IPoly. Because the grade level teams meet weekly, a new teacher at IPoly has plenty of support. Each teacher participates yearly in a performance evaluation process and is observed and evaluated by administration. **Formal observation and evaluation documents** reflect the teacher's individual choice of goals, with administration input, for the year.	**LACOE Beginning Teacher Support and Assessment (BTSA) induction training** **Performance Evaluations**

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
At the district level, all newly hired teachers attend the mandated induction program known as **Beginning Teacher Support and Assessment (BTSA)** to provide additional support. As part of the program, new teachers are given a mentor to support them throughout the two years. These mentors are veteran teachers at the same school and are available to them on a regular basis. There is one **full-day professional development** afforded to our site. 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. 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.	**Teacher Orientation** **Teacher Welcome Back Packet** **Agendas for Faculty**

Defining and Understanding Practices/Relationships

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

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
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 schoolwide meetings, emails, hardcopies, school handbook, grade level and content area meeting, etc. All staff is aware of their defined roles and responsibilities, but willing to help with other duties as needed.	**LACOE website (Intranet)**
All teachers receive a copy of the **IPoly Student Handbook**, updated annually, that details all school site policies and procedures in regards to General Information (rules and procedures), ASB and Clubs, Expected Behavior and Discipline, Attendance Policies, Assessment Procedures, Student Project Guides, Curriculum and Instruction, and graduation requirements, in addition to other organization information regarding the campus.	**IPoly Handbook**
At the beginning of every year, teachers are given copies of the **updated policies and sign off** on receiving the policies. Every policy and procedure is online and accessible through LACOE's online intranet. Teachers also complete **online modules** that clarify legal and behavioral expectations regarding sexual harassment and reporting of child abuse.	**Signed teacher copies of procedures received** **Sexual Harassment and Mandated Reporter training verification**
Schoolwide and district level teacher expectations and any new policies are introduced and discussed at our **Back-to-School staff meeting** every year. Changes in policy that happen during the school year are introduced at staff meetings and through email.	**Back-to-School Orientation packet**
Again, school structures like the SDMC and PTSA meetings have their clearly written **governance documents** and by-	**SDMC and PTSA governance documents**

laws that guide their operational procedures as well as define responsibilities.	
IPoly **emergency procedures** are developed annually by the campus safety committee. The procedures are reviewed each year by all stakeholders. The district gives updated trainings to all administrators in regard to student support services and safety. Additionally, Cal Poly Pomona includes IPoly administration on all **campus-wide emergency procedures**. This document is both on the school website as well as in the office.	**IPoly Emergency Classroom Packs** **Cal Poly Emergency Procedures** **Meetings with Cal Poly**
Also, teachers are provided with student IEP accommodations, SPT decisions, and **504 plans** and accommodations delineating their responsibilities in student learning and needs.	**One page accommodations Page for SpEd, 504**

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Many of the IPoly teachers attend **various professional development (PD) conferences** throughout the year. The conferences are generally subject specific, but also include new initiatives towards the implementation of NGSS and technology. The district and site have supported a number of teachers attending the CUE technology conference for the past several years. Furthermore, LACOE regularly publishes a list of **available PD** for technology and content area specific focus.	**Travel Requests** **Novatime School Business Reports**
One of the priorities for IPoly administration is to find resources to allow for **summer PD** for the teachers. The length of the summer PD is dependent on the amount of funding in the **budget**. For the past several years, summer PD has been anywhere from 4 to 8 days. This time is important in giving our teachers both content team planning time as well as grade level planning time. We also will take this time to review our School Site Plan and make any adjustment, changes, or additions to ensure that it is a relevant document to our vision and mission and that we are aligned to the **LCAP priorities and district goals**.	**PD Opportunity Registrations** **Contracts for PD** **Developmental Budget** **LCAP priorities** **LACOE Goals**

The opportunity for professional development (PD) occurs throughout the course of the school year. As mentioned before, IPoly utilizes PD from both LACOE staff and outside consultants. In the past, summer PD has also including conflict resolution training, **PBL training**, mental health training, and more. Finally, IPoly administration completely supports teachers in their efforts to continue to increase their expertise. Staff training and PD has positively affected classroom instructional practices.	**Project Based Learning Training Sign In**

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
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 (almost daily) 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 by	**Evaluations procedures outlined in each unit member contract** **Classroom observations, formal and informal, by administration** **Online Walkthrough Tool** **BTSA Program**

working with a veteran teacher, known as a BTSA Support Provider. Any support a teacher needs that is pertinent to their classroom instruction and student achievement is always available. At staff request or administrative request, staff attends **appropriate workshops and trainings**.	**PD and trainings**

A5. Resources Criterion

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 academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Resources are **allocated** appropriately in accordance with the legal intent of the programs to meet the school's vision, mission, the critical student learning needs, the student needs identified in the **district LCAP and the School Site Plan**, the academic standards, and the college- and career-readiness standards.	**Funds encumbered and spent based on identified student needs as seen in the site budget**
Leadership and staff are intimately involved in the **resource allocation decisions**. They do so collaboratively through two main governance structures at the site: SDMC and the IPoly staff. Based on federal and district guidelines, funds are allotted for supplemental educational materials, intervention programs, extended learning opportunities, ELPAC, parent engagement, etc., with the ultimate goal of improving student achievement.	**All categorical encumbrances are tied to the school goals as indicated in the School Site Plan**
The SDMC makes recommendations on the disbursement and use of **lottery funds and certain general funds**. These two expenditures provide students and staff with new technology, resource staff hire, staff development, tutors, and other important materials and resources which are used to support the achievement of all students. For example, a staff request for new technology is reviewed by SDMC. It is a priority of SDMC and IPoly Staff to have every resource available for teachers to support student learning. If a teacher's classroom	**Budget Allocations for staffing are a part of the school site budget**

is in need of more or improved technology to support learning, then this becomes of great importance. **Staff surveys** at the end of the year are also used in the decision of allocating funds. One purpose of this survey is to establish material and other resource needs that support the achievement of the school-wide learning outcomes and the academic standards as outlined in the **School Site Plan and LCAP**.	**End-of-the-year staff surveys**
Since the last full self-study, the school has increased the technology available for instruction and student use. Interactive Smart Boards, student computers, 6 new carts of 35 laptops, computer programs and access to California Streaming were all purchased as a result of prudent resource allocation.	**School Site Plan and LCAP**

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
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.	**LCAP**
The 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 as this represents the majority of the school's budget. Once those numbers are determined, the remaining funds are apportioned based on the needs of 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 Director for the board's approval.	**ADA projections**
IPoly's principal and LACOE administration discuss the budget at their regular meetings as well. All throughout the process, allocations are being discussed as to their appropriateness to the program and for student learning. All purchases must go	**Budget report**

through a two-step approval process to ensure program alignment. This process is a collaborative effort to ensure proper allocation of resources to maintain the vision and mission of the school. ASB is **audited** every year and they are performed by outside auditors. All audits are taken very seriously, and any irregularities are always addressed as soon as possible.	**ASB audit reports and budget reports**

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt*: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The last IPoly WASC visit was held when IPoly's physical facilities were portable buildings in a parking lot on the campus of Cal Poly Pomona. For many years, the physical plant of IPoly High School was insufficient for student learning. However, during that time in the "bungalows," as they were called, teachers and staff were still effective and creative in finding the resources they needed to meet their students' needs and see to their academic success. In August 2012, just a few months after the last WASC team visit, a new and exciting 21-classroom, $20 million state-of-the-art facility was completed. After decades of being in portables, this 5-year-old two story building features Smart Board technology in every classroom, a computer lab, a video production classroom, and a multipurpose room with stage. This facility not only provides a permanent home for students and staff, but it also provides new possibilities for student learning and curriculum expansion. The maintenance of the new building is under an **Memorandum of Understanding** (MOU) between Cal Poly and IPoly/LACOE. Under this MOU, Cal Poly provides custodial services for our campus. Since our custodial staff is hired through Cal Poly, they have a different standard of tasks to be completed than in a traditional school setting. Therefore, IPoly spends **an extra $10,000** per year to bring in cleaning services during breaks and summer to do ongoing deep cleaning.	**Cal Poly MOU** **Outside Contracts for cleaning services**

The conditions of the school facilities are reflected in the **LACOE Facility Inspection Tool** (FIT). According to the **report**, the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear and/or in the process of being mitigated. However, some rooms received only a "fair" marking due to some deficiencies noted that are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	**Facility Inspection Tool Annual Report** **Annual maintenance check-ups for all building services provided by both Cal Poly and LACOE**

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
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 they must align with academic content standards.	**Budget**
The annual **Williams Act surveys** are completed regarding sufficient textbook materials and an **annual audit** is also conducted. Every 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 have lockers available to our students.	**Williams Act Teacher Surveys** **Williams Act audit**
For the past several years, IPoly has applied for and received the **LACOE Student Success Grant**. These grants were another funding source and provided many vital resources, materials, and technology for our staff and students, including	**LACOE Student Success Grant applications**

the Smart Board technology that is in every classroom. Unfortunately, the grant money was not available this year, and it is uncertain if there will be more opportunities for this type of grant from LACOE in the future. Also, **PTSA** has been another help in funding some of our school needs. Money raised through their fall fundraiser has helped to provide busses for school trips, dance costumes for our Dance elective, and supplement a variety of materials and resources for the teachers and the school.	**LACOE Student Success Grant Annual Reports** **PTSA Financial Reports**

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
In close work with the LACOE Human Resource department, there is a clear process for seeking, hiring, and supporting staff in becoming and remaining well qualified. The school administrators, in **collaboration with LACOE's HR**, work to determine the qualifications of a new hire based on student needs. Once determined, a job description is submitted for review and approval. The HR department collects all applications, helps to schedule interviews, and assist in the assembly of the interview panel if necessary. Once hired, an orientation is provided by administration at the school site. Through a collaborative effort with LACOE, well-qualified staff are hired, nurtured, and developed. As stated previously, IPoly teachers attend training paid for with **district and site funds** and are always encouraged to attend and participate in learning opportunities that will help them to remain current on growing trends in education. Teachers collaborate during grade level and content meetings to review unit plans, analyze student work and establish goals and strategies for improving instructional techniques. IPoly works with different departments in LACOE to provide professional development workshops for staff. LACOE's experienced consultants, coordinators, and directors provide leadership, support, technical assistance and professional development to improve learning and achievement.	**Human Resources job descriptions, trainings, orientations** **Career Technical Certificated Job Description** **Budget**

LACOE also offers expertise in many core and elective subject areas, including History/Social Science, Mathematics, Reading/Language Arts, Physical Education Programs, Science and Visual & Performing Arts. For professional and personal growth, **resources** abound in LACOE that staff can access to promote continued learning. The Clear Administrative Services Credential Induction Program provides staff with comprehensive leadership development support through candidate assessment, individualized coaching, and professional development based on the California Professional Standards for Educational Leadership (CPSEL). Lynda.com subscription allows employees to hone their technology skills at their own pace. Finally, **EASE** (Employee Assistance Service for Education) provided by LACOE, is a confidential service for all LACOE staff offering help for a variety of personal concerns, not to exclude personal family issues and job stress.	**LACOE curriculum and instruction PD offerings** **EASE HR Resources**

Long-Range Planning

A.5.6 Indicator: To what extent do the district and school's processes for regularly aligning the Local Control Accountability Plan (LCAP) with site resource decisions effective to ensure the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes?

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
IPoly maintains a campus that focuses on all students and their needs. Our governing board, district and school are in regular communication regarding financial decisions. There is a great deal of trust built and transparency between the district and school staff. The district and school's processes for regularly and effectively aligning the **Local Control Accountability Plan** (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate **funds**. The district office assures that funds are available to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes (IPoly's **6 Cs**).	**LCAP** **School Budget** **IPoly 6 Cs**

SDMC and PTSA meet regularly to coordinate allocation of funds under their control to make sure these funds go to the appropriate school processes and programs to maintain and/or improve the quality of education outlined in the **School Site Plan** that is aligned to LCAP priorities. Specifically, both district and site funding are adequate and sufficient to meet both the LCAP priorities and the School Site Plan for his also includes the following conditions for engagement: student engagement, parental involvement, and a positive school climate and culture. Adequate funding has enabled the ability to buy new technology, provide summer PD for our staff, and revise existing create new rigorous projects and curriculum for student success and achievement.	**SDMC and PTSA meeting minutes/agendas** **School Site Plan**

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

IPoly has a clearly stated vision and mission statement based on identified critical student learning needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. These statements were developed collaboratively by the school staff with consistent input from other stakeholders.

There is sufficient structure and transparency from governing board to district-level to site-level to all constituents to assure stakeholders that the district and school are appropriately organized and fiscally responsible. IPoly's organizational and leadership structures are aligned with the vision and mission of the school and provide a well-rounded, rigorous education that produces citizens who are globally aware and college- and career-ready. Based on the district's goals and strategic plan as well as the School Site Plan, avenues exist that provide for collaborative decision making regarding school initiatives, student achievement, curriculum, and instruction. 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 stakeholders (i.e. parents) do not know all the structures in place supporting the school. Likewise, there are many staff at LACOE that do not know all the undertakings of being a specialized school on a California State University campus. We feel the addition of a new website and our commitment to creating a more complete online presence will improve the communication to all stakeholders as seen in our Action Plan Goal #1: Developing systems of communication to engage all stakeholders in the success of students. This will also help to increase parent participation in all aspects of school life, for example, streaming PTSA meetings online for those parents and families who live too far away to attend.

Thus, the school enjoys great support from the central office in terms of fiscal, human, and material resources. At the site level, leadership is approachable, supportive, and inclusive. Instructional and support staff are well-qualified, knowledgeable, and dedicated to student success. All staff have high expectations for student achievement. The campus and learning environment is safe and conducive to the teaching and learning necessary for students to achieve the identified critical student learning needs.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Vision/Mission statements align with the LCAP, District Strategic Plan, School Site Plan, and WASC goals and are a collaborative effort among all stakeholders
- A small school that allows for an engaging school climate and culture; IPoly is a space where students feel at home and safe
- IPoly has a highly qualified staff that is committed to the school's purpose and success of all students
- The small staff and the school schedule allow for an abundance of collaboration and planning time for teachers
- Strong, transparent relationship between district and school site

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Develop a system of communication that makes school activities and governance a more transparent process to all stakeholders
- As a school where 50% of students live outside a ten-mile radius of the school site, we need to develop more ways to engage parents and students over technology, so all stakeholders are informed and can provide valuable input concerning school decisions.
- Increase parent participation in all aspects of school life

Standards-Based Student Learning: Curriculum

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
In order to provide stronger student engagement strategies, IPoly has investigated avenues to incorporate High Impact Practices (HIPs), teaching and learning practices identified by the Association of American Colleges and Universities that promote academic growth and require active student participation. These practices are implemented in conjunction with IPoly's administration of project-based learning at each grade level, so 100% of our students experience HIPs as they participate in **project groups**. Students complete one project per semester, and most of IPoly's projects require students to work in groups of 5-6 peers. At IPoly, HIPs engage students by encouraging learning beyond the classroom, fostering purposeful and positive interactions between students and faculty, encouraging students to collaborate with peers, and providing students with frequent and meaningful feedback regarding their academic performance and progress.	**Project packets, contracts, component descriptions**
In accordance with HIPs, IPoly has successfully utilized a Writing Coach who works concurrently with the English department to create **intensive writing curriculum** and boost students' writing performance. By providing students with specific, **individualized essay feedback** and facilitating small group discussions on a weekly basis, the Writing Coach helps students hone their writing abilities and learn to communicate writing issues and insights on an interpersonal level; consequently, students are consistently	**Writing Coach Resource Binder, student writing samples, Conference Log**

engaged in their writing progress and encouraged to maintain academic mindsets.

Beginning in the 2016-17 school year, the Writing Coach spent 1 week per month in each ELA classroom (beginning with grade 9 and moving through each grade level), resulting in all students having direct contact with the Writing Coach 4-5 times per semester. During each weekly iteration, the Writing Coach held 5-7 minute conferences with individual students and discussed recent or upcoming writing assignments, facilitated peer review sessions with groups of 3-4 students, or delivered 20-30 minute lessons for the whole class and spent the remainder of the class session answering individual questions. For the **2017-18 school year**, the English department determined to structure the Writing Coach's presence in the classroom according to grade-level project schedules; thus, the Writing Coach spent 1-2 weeks per month in each ELA classroom, adjusting the schedule as needed. Though students met with the Writing Coach less frequently throughout the school year (2-3 times per semester), longer interactions and conferences (10-15 minutes) allowed for students to demonstrate critical thinking and formulate in-depth queries. The Writing Coach works with all of the grade levels, ensuring that 100% of our students receive supplemental instruction in ELA content and individualized feedback at intervals throughout the year. In addition to an in-class presence, the Writing Coach offers supplemental appointments to all students as needed, working with an average of 2 students per week outside of the classroom for approximately 30 minutes per appointment.

In order to have students connect more meaningfully with curriculum, at the start of the 2017-18 school year, the 12th grade-level team explored the implementation of a Theory of Knowledge course for the Senior Capstone project. As outlined by the International Baccalaureate (IB) program, this course requires that students reflect on the nature of knowledge and apply their understanding to relevant, real-world situations. This is one approach to creating purposeful inquiry for students that will prepare them for lifelong learning.

The Physical Education department has structured **curriculum** according to research from the International Journal of Behavioral Nutrition and Physical Activity which indicates a positive relationship between providing students with more autonomy in P.E. activities and intrinsic

Writing Coach 2017-18 Calendar

Physical Education curriculum/lesson plans

motivation to participate actively. IPoly's two Physical Education faculty members allow students to choose from an approved group of physical activities, thereby creating support for personal choice to participate and improving student motivation.

Other research-based instructional strategies and tools implemented by the appropriate content area teachers include inquiry-based learning, experimentation, checking for understanding strategies, **Total Participation Techniques, Kelly Gallagher's Sentence of the Week and Article of the Week, Cornell Notes, FitnessGram, graphic organizers, Sustained Silent Reading, and timed writings**. These strategies are implemented regularly in the classroom, often on a weekly or daily basis, to support a variety of learning preferences and styles.

Most importantly, teachers continue to share best individual teaching practices within and across departments. In addition to explicitly sharing best practices during meetings, all core grade level teachers work together as a team to design and implement integrated, interdisciplinary semester projects. The grade level teams include one teacher from each core area: Social Science, Math, Science, and English Language Arts. Grade level teams share a **common, daily (Monday through Thursday) prep period,** which facilitates collaboration and clear communication regarding projects, grading, and student performance. Grade level teams meet at least 2 times per week. With their own common prep period, the Physical Education and Foreign Language departments integrate or complement the grade level project curriculum when possible. Content area teams **meet on average monthly**, so articulation between grade levels is consistent. Previously learned content is revisited, reinforced, and extended.

Total Participation Technique notes

Gallagher's Sentence/Article of the Week

FitnessGram curriculum

Graphic organizers per content area

Sustained Silent Reading records

In-class essay prompts

Grade level team meeting minutes

Content team meeting agendas

Academic and College and Career Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
All of IPoly's core classes have met the UC a-g course approval. Implementation of the **UC course outlines into projects and coursework** is revised annually during **summer professional development**, as well as reviewed periodically throughout the year when grade level teams meet.	**UC Approved Course Descriptions** **Summer professional development agendas, sign-in sheets**
Coursework was previously aligned with state standards and state frameworks and is currently aligned with Common Core and Next Generation Science Standards, as well as the Common Core College to Career standards. IPoly ensures a direct linkage between the curricular concepts and instructional practices by **developing projects** using backwards planning strategies that incorporate academic and content standards. The curriculum requires students to connect content area across the disciplines, connecting new learning to prior knowledge, constructing new knowledge, applying learning in practical real-world contexts, utilizing inquiry-based processes to drive and complete a project, and promoting cooperation within project groups.	**Project packets, contracts, component descriptions**
Even though our **Mathematics EAP** remains above state level, all students in the 10th and 11th grade take a college entry-level mathematics test to determine the level of college mathematics they are qualified to enroll in the following semester (as 11th and 12th grade students at IPoly). Through the **realignment of courses,** we have begun to address previous challenges in providing rigorous mathematics curriculum and in having students pass the college entry-level mathematics test. The math curriculum at the 12th grade, previously Statistics and Integrated Math IV, was replaced by Discrete Mathematics to address students' needs in regards to their varying math ability levels and to prepare them for the challenges of postsecondary expectations. Discrete Mathematics is an honors level course that is typically only offered in college. To complement the 12th grade course, the math curriculum at the 11th grade, previously Integrated Math	**Entrance Exam Scores**

III, became PreCalculus. To accommodate the gaps in skills and comprehension in incoming students from 40 different cities across Southern California, the 9th and 10th grade mathematics curriculum remain integrated, so the teachers can address the various levels of performance and solidify all students' knowledge as they move to upper level courses.	**Math course curriculum**
Social Science classes have been revised to allow students transferring into IPoly to more easily meet their UC a-g requirements. The 9th grade Social Science course, previously Integrated Social Science I, is now Physical and Human Geography. World History and US History curricula, at the 10th and 11th grade, respectively, are no longer Integrated nor taught thematically. They remain cross-curricular, however, and are now taught chronologically. At the 12th grade, Integrated Social Science IV has been separated into two classes, American Government and Economics, each taught for one semester.	**Social Science course outlines** **Writing for History workshop (LACOE) addressing Common Core**
All **Science course curriculum** is being realigned to meet the Next Generation Science Standards (NGSS).The 9th grade Science course, previously Integrated Science I, is now Environmental Biology. The 10th grade Science class, previously Biology, was changed to Physics to align with the 10th grade Mathematics standards and to provide more foundational support for students as Biology, Physics, and Chemistry are needed for upper division science courses. The 11th grade Science class was redesigned from Integrated Science III into Chemistry. The 12th grade Science class, Neuroscience, was created as a higher-level Biology class not only to build upon IPoly's students' previous 3 years of science, but also to better prepare students for the rigors of college courses, along with increasing their strength as college applicants.	**Science course outlines**
Beginning in the 2016-17 school year, the English department adopted a new textbook program which closely aligns with Common Core State Standards: Pearson Education's **myPerspectives.** The blended print and digital curriculum is designed to meet standards-based learning outcomes, and its focus on collaborative activities dovetails with IPoly's project-based structure. With the implementation of the Writing Coach (see B1.1), the English department also determined to begin using the **Common Core State Standards rubrics** across grade levels, emphasizing Common Core's foundational writing types: narrative, informative, and argumentative.	**myPerspectives curriculum matrix** **Common Core State Standards rubrics**

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Student work reflects IPoly's inquiry and project-based teaching approach and illustrates that all students are presented with a challenging learning experience and **postsecondary academic success**. The schoolwide learner outcomes, formerly the ESLRs, have been revised and are now called the 6 Cs of IPoly: Think Critically, Communicate Effectively, Work Collaboratively, Embrace Culture, Demonstrate Character, and Develop Creativity.	**Median GPA** **Graduation rates** **4-year colleges admittance based on grades**
The English curriculum builds a foundation that promotes success in students' subsequent years of this discipline, success on the **Smarter Balanced and Common Core assessments,** success on the Senior Capstone Project, and, perhaps most importantly, 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.	**Assessment results**
The math curriculum is aligned with the academic standards. The math department recently adopted Integrated Math textbooks from Pearson. Math teachers collaborate monthly to share strategies for textbook implementation. The math department has created **diagnostic assessments** to identify students who may be struggling to meet the standards. Summer school and peer tutoring are offered to help these students. The math curriculum addresses the need to think critically, visualize concepts, and incorporate design as a means of developing creativity.	**Math diagnostic assessments**
The Science department has **restructured its curriculum** to increase rigor and college readiness. The sequence is Environmental Biology, Physics, Chemistry, and Neuroscience. These classes are vertically integrated to meet the Next Generation Science Standards and the UC "d"	

requirement for laboratory work. Students apply the scientific method and problem solving in completing their lab reports and projects at every grade level. These skills reinforce the need for critical thinking, developing creativity, and effective communication.	**Science course progression**
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. The semester-long interdisciplinary projects are founded upon Social Science standards, literacy, disciplinary thinking, and analysis skills.	**Social Science course outlines**

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
All IPoly students actively participate in an authentic, project-based, integrated academic experience. The purpose of this is to prepare all students to think conceptually and critically, to reason, to solve problems, to construct meaning, to make connections, to be creative and productive, and to communicate their ideas in a variety of subject areas.	
The curricular path of IPoly promotes a learning environment in which all students (heterogeneously mixed) are consistently engaged in activities to bring this purpose to fruition. Students' varying needs are met through the projects and a variety of teaching methods. Each semester, **culminating project presentations** highlight the students' understanding and application of how their learning is relevant to a just and sustainable world. As mentioned in previous sections, grade-	**9 – eXpeditions Unlimited project packet; That's Infotainment! project packet** **10 – Olympics project packet; Just Because You Can project packet** **11 – Prometheus Redux and RefashioNation project**

level teams share a common prep period, which facilitates a high and consistent level of interdisciplinary collaboration.	**packet; American Dream project packet**
	12 – Build a Better School project packet; BaCoN project packet
IPoly offers three CTE programs: Digital Photography, Digital Film, and Digital Video Productions. The skills that are acquired from both these courses are applicable to most projects and, more importantly, to career opportunities. At the start of the 2017-18 school year, the instructional media specialist position that was under review for full-time status was filled. A new broadcasting elective, **Eye on IPoly**, was created to utilize the skills developed in CTE programs and promote and embrace a positive school culture (reinforcing the 6 Cs).	**Eye on IPoly elective and newscast**

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
IPoly does not rely on traditional feeder schools for its enrollment. Instead, we strive to maintain a student body that is representative of larger 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 is required for admission, and students must pass on math and English admission **assessments**. Our admission assessments are written to take into consideration the various curricula being taught at the eighth-grade level.	**Entrance assessment records**
Upperclassmen who maintain a cumulative academic GPA of 3.0 have the privilege of taking college courses at the California State Polytechnic University, Pomona as part of the Young Scholars Program. It is highly recommended that students select general education courses or introductory courses in their fields of interest to accrue college credits.	
Upperclassmen also have the privilege of taking college courses concurrently at many of our local community colleges.	

Each college sets its own requirements and application procedures. Normally, any students who carry a 2.5 academic GPA have the opportunity to be admitted to the program. Like Cal Poly, students may take general education coursework that can transfer to any state college program after graduation. Roughly half of the students in 11th and 12th grade qualify for the program and pursue college coursework while at IPoly. 70% successfully complete **university or community college coursework**. Beginning in the 2017-18 school year, upperclassmen were afforded the opportunity to take Dual Enrollment classes after school. Taught by local community college faculty, these classes include Statistics, Introduction to Political Science, Freshman Composition, and PreCalculus. Additionally, students can take mathematics coursework at Cal Poly by taking these additional steps: score 550 or higher on the SAT Reasoning Test and register for the MDPT test on the college campus to determine placement in the appropriate math level. With data accumulated through the newly implemented Naviance program, IPoly can track the progress of graduates in their postsecondary pursuits through the recent purchase of **Alumni Tracker** within Naviance. At this point, we do not have consistent data over the four years, but the new program should prove helpful in the coming years. Through the use of Naviance and **senior surveys**, we know that, currently, 61% of our alumni matriculate at 4-year universities, while 39% of our alumni matriculate at community colleges.	**Naviance data** **Alumni data** **Exit surveys administered to students and parents**

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs **—** Full Range of Choices

B2.1. Indicator: 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 pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
All students have access to IPoly's curricular path, and by design, there is only one core curricular path. This path meets requirements for UC/CSU admission. There are opportunities for students to individually explore myriad subjects for enrichment. IPoly's **electives**, such as Computer Science, Research Opportunities, Dance, Drama, Photography, and Digital Media, among others, provide a range of realistic college and career options.	**Elective course descriptions**
Semester projects address life skills that are easily transferable from academic to career endeavors. Critical thinking, group collaboration, public speaking skills, résumé writing, and investigating solutions to global issues are topics that appear consistently throughout the four years. In addition, the projects emphasize a "learn by doing" approach, exposing students to technical and practical skills (i.e., building scale models, constructing theatrical sets, filming and editing videos, and creating costumes).	**Project packets**
The **senior project** provides students with the opportunity to explore a topic of choice, integrating all subject areas into a learning experience that often is directly applicable to their future growth and career. The aforementioned **Young Scholars Program** (described in B1.5) provides opportunities for postsecondary preparation.	**Senior Capstone description**
	Young Scholars program

PTSA continues to sponsor the annual **Career Day** in which a variety of professionals volunteer their time and knowledge to present information regarding their occupations.	**Career Day records**
Three UC-approved **Career Technology Education (CTE) courses** are offered, as are a diverse range of electives. These opportunities, along with service learning and clubs, afford students an opportunity to explore pre-technical training. Additionally, the open-ended nature of IPoly's projects allows students to creatively explore content, integrate subjects, and discover career-related options.	**CTE course descriptions**
Naviance was adopted in part to address our students' need for career exploration, but it has yet to be investigated thoroughly and effectively by all faculty and staff. Implementation of a program to make this more effective schoolwide is being developed.	
The creation of the **Dean of College Admissions position** beginning in the 2016-17 school year presented 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. In addition, students attend **college fairs** twice a year.	**Dean of College Admissions position** **College Fairs (bus schedules, flyers, permission slips)**

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Through inquiry, students take ownership of both knowledge and the knowledge-gathering process. At IPoly, class assignments, discussions, essays, journals, case studies, lab reports, and group and individual projects are frequently presented with accompanying essential questions that students are asked to answer as they investigate the questions further. Students often find that questions have more than one answer. Instructors become learning facilitators, guiding students along the path of inquiry.	

IPoly students pursue questions and examine global issues in their **semester project-based learning assessments**: eXpeditions Unlimited, That's Infotainment!, Global Competitions, Just Because You Can…, Prometheus Redux, The American Dream, Build a Better School, and Building a Culmination of Knowledge (BaCoN). Viewing global events from different perspectives, they discover the interconnectedness of people, systems, and information. These connections are reflected in the core **curriculum**, which is interdisciplinary. Through the use of team teaching, interdisciplinary unit themes, projects, and exhibitions, new and different demands are made on students which nurture their own curiosity and guide them towards a broader understanding of the world. In order to facilitate student success in their academic endeavors, IPoly provides students **access** to the computer lab before and after school as well as during lunch. The computer lab is equipped with a printer and relevant programs (e.g. word processing, spreadsheet, presentation, and media editing), along with Internet access. In conjunction with the Counseling department, IPoly's academic monitor provides a **tutoring program** for students with academic deficiencies. The program pairs these students with an IPoly upperclassman or a Cal Poly tutor at lunch and after school.	**Project packets and contracts** **Course syllabi** **Computer lab monitor roster** **List of tutees and tutors**

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
The Counseling team provides college and career support services, academic advisement, and personal and social intervention. The school counselor regularly consults with grade level teachers regarding the academic and personal issues of the students and coordinates **Student Planning Team meetings** accordingly. The counselor also coordinates and conducts parent conferences, always with all grade level team members present (the grade level team's common prep block allows for this). The counselor and staff monitor schoolwide attendance and tardy issues, and the counselor implements progressive discipline policies regarding excessive absences and tardiness, such as **Behavior Attendance Contracts** and parent conferences. The counselor is also the liaison with Cal Poly Pomona and is in charge of the **Young Scholars Program.** An Academic Monitor identifies at-risk students and works with them and their parents to develop strategies for academic success. The monitor creates spreadsheets that track students' progress and, if necessary, puts them on Academic Contract as well as creating a **Plan of Action** (POA) for these students to ensure that they meet IPoly's graduation requirements. In collaboration with the Dean of College Admissions, the Academic Monitor assists students in meeting college eligibility criteria. The academic monitor also connects at-risk students with resources to improve their grades, such as IPoly's after-school drop-in tutoring/homework program. This program, along with another that provides one-on-one pairing of an at-risk student with a Young Scholar student, is intended to aid and enhance students' study habits and organizational skills as well as provide them with homework help and study sessions for tests and quizzes. The academic monitor aids students in finding and enrolling in **summer programs** that address remediation.	**SPT forms** **Behavior Attendance Contracts** **Young Scholar forms** **Intern form** **Plan of Action sheets** **Summer school forms** **Dean of College program descriptions**

Along with managing the online platforms, Aeries and Naviance (to which all stakeholders have regular access), the office also provides career assessment tools and advisement. Our new Dean of College Admissions facilitates **communication** amongst students and college admissions officials. The dean also manages the paperwork (e.g. transcripts and letters of recommendation) required for postsecondary matriculation. The dean holds Student Success meetings and Parent Workshops to inform stakeholders of the college admissions program, collaborates with universities, and develops community outreach programs for students. The dean also administers the dual enrollment **program** with Mt. SAC.	**Dual enrollment forms**

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Students are provided numerous opportunities to explore options for their future. Sophomores and juniors **attend** the Regional College Fair in the fall while the juniors and seniors attend the Out-of-State College Fair in the spring. In addition, 40 sophomores and juniors attend the USC College Access Day. Eligible sophomore female students enroll in the Scripps College Academy each summer, which serves as a two-year support program to help first generation, low-income, underserved communities to prepare for the college admissions process and college life.	**College Fair permission slips**
Beginning in the 2017-18 school year, IPoly partnered with Mount San Antonio Community College (Mt. SAC) and offered dual enrollment in either **remediation or credit courses**. These include Freshman Composition, Preparation for College Writing, Precalculus Mathematics, Elementary Statistics, and Political Science. IPoly expects that implementing these programs will afford students a head start on their undergraduate education and will help them achieve a higher graduation success rate from college. These classes further allow student transcripts to demonstrate rigor in the absence of Advanced Placement courses.	**Dual enrollment course rosters and syllabi**

The effectiveness of these programs and strategies will be evaluated via Naviance, which tracks IPoly graduates' postsecondary attendance and completion rates.

ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Founded upon evidence-based strategies, IPoly High School incorporates research-based instructional strategies in its UC-approved courses and is enhanced by the continual integration of the expected schoolwide learning results, otherwise known as the 6 Cs, into its high-interest curricula. IPoly's program emphasizes project-based learning, focusing on semester-long, interdisciplinary projects that are consistently refined to enhance rigor and prepare students for college- and career-readiness. Both projects and curriculum have clearly defined criteria for student success and proficiency; these criteria are regularly reviewed and evaluated by faculty in project contracts and course outlines.

Student work reflects IPoly's inquiry- and project-based teaching approach and illustrates that all students are presented with a challenging learning experience that aligns to Common Core State Standards and Next Generation Science Standards. In addition to working on CCSS and NGSS alignment, grade-level teams work to design rubrics and assessments that are clearly defined and provide rigor. Content and grade-level teams maintain a consistent level of weekly interdisciplinary collaboration, though the collaboration between grade-level teams, the Physical Education department, and the Foreign Language department should be reinforced to better reflect the integration of projects across all curricular areas and to better meet the needs of all students.

To boost student mastery of California College and Career Readiness standards, IPoly maintains close relationships with Cal Poly Pomona and local community colleges, providing students with a unique opportunity to address postsecondary pursuits and career exploration. This occurs through the following programs: Young Scholars, concurrent college enrollment, and dual enrollment. The new Dean of College Admissions provides further support for all stakeholders and deepens understanding of the college admissions process. Implementation of school-wide technology and online platforms (Aeries, Naviance, IPoly's school website) ensures that all stakeholders actively participate in the endeavor of student success. Through these systems, IPoly provides a mutually collaborative learning environment for all students, as well as academic support congruent with student needs. Currently, processes are being developed to obtain postsecondary transition data, such as college completion. The school realizes this data is important for continued student success and achievement.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Interdisciplinary, project-based program strengthened by block scheduling and common prep
- Consistent integration of the 6Cs throughout curriculum
- All courses are UC approved and offer a high rigor, preparing students for postsecondary endeavors.
- Myriad opportunities for postsecondary exploration including three distinct concurrent college enrollment opportunities embedded into the high school experience
- Diversified instruction in all classrooms
- Effective access and use of technology and multimedia in the classroom

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continued alignment of PBL Semester Projects with CCSS and NGSS to include well-defined criteria, rubric, and assessment and integration of Spanish and PE where applicable.
- Aligning learning and student objectives to CCSS and NGSS to ensure higher DOK levels.
- Analysis of electives (pathway progression, more UC approved electives, supportive of student graduation needs)
- Continued development of math course curriculum Math curriculum to support students' overall success and alignment to CAASPP and the alignment to Cal Poly Pomona and Mt Sac Dual Enrollment Courses
- Evaluate the process to obtain postsecondary transition data (concurrent college enrollment, postsecondary opportunities, Alumni tracker)

Standards-Based Student
Learning: Curriculum

Category C: Standards-based Student Learning: Instruction
C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
IPoly students participate in creative, engaging, integrated, challenging, and real world collaborative projects meeting Common Core State Standards in a rigorous college preparatory environment. **Projects** are tied to the grade level and classroom standards building on and enforcing traditional standards through a cross-curricular interdisciplinary approach.	**Common Core standards embedded in lesson plans** **Project packets**
Through IPoly's 6Cs, students are challenged to think critically, communicate effectively, work collaboratively, embrace culture, demonstrate character, and develop creativity. Each **project** emphasizes the importance and inclusion of the 6Cs.	**Documentation showing the results of student project work (9-12)**
IPoly's **coursework** is a rigorous, one-track curriculum that results in all graduates meeting the a-g UC **requirements**. In order to demonstrate rigor as competitive college applicants, students may take Cal Poly Pomona and Community College Courses through our Young Scholars and Special Admit programs with a 3.0 or 2.5 GPA, respectively. In addition, these programs allow students to earn transferrable college credit. Beginning in the Fall of 2017, the Mt. SAC Dual Enrollment Program will be established. Through this partnership, IPoly students will be able to take Mt. SAC classes on the IPoly campus, be taught by professors, and earn college credit. During the regular school year, all 10th grade students	**Course outlines** **UC a-g requirements** **CST-Science results**

are **assessed** for Math and English placement and class offerings are determined as a result.	**CAASPP Results for ELA and Math**
Students regularly participate in self and teacher **assessments** evaluating their progress and growth through the semester. Self-reflection and improvement are two ongoing endeavors that push students beyond their normal boundaries.	**Student end of the semester project evaluations and assessments**

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Project packets are provided to students at the beginning of the semester. The **contract packets** contain component descriptions and timelines to inform students of all pertinent information. The students are reminded of the expectations and due dates for each project component throughout the school year. **Syllabi** and **course outlines** that are distributed at the start of each school year also bolster students' understanding of classroom expectations. In addition, students receive a copy of the **IPoly Student Handbook** every year; digital copies are made available for all stakeholders on the school's website.	**Project packets, contracts, rubrics** **Course syllabi and outlines** **IPoly Student Handbook**
In semester projects, students are given component contracts to guide their efforts. These contracts break down the specific qualities of a proficient component. Students are asked to follow these contracts to qualify for proficiency. At the culmination of projects, the grade-level teaching team meets with student project teams to reflect with students on the progress over the semester and how individual and group experiences can be applied to future learning.	
Parents and students are able to view their grades and progress through the parent portal (Aeries). Teachers are able to make comments on assignments for parents to read. Parents no longer have to wait until progress reports are sent home to be informed of their child's performance. Beginning in the 2016-17 school year, IPoly students started using the Pearson Realize texts for English and Math. The **digital support materials** allow teachers to give students	

diagnostic testing at the start and end of the year in addition to Common Core aligned selection and unit tests throughout the year. The tests are challenging in order to prepare students for future endeavors, and results are immediate with feedback on areas for improvement. If the teacher and student feel it is necessary, extra support work can be given to help the student improve in a particular area.	**Pearson Realize diagnostic tools**

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
The Pearson Realize textbooks allow teachers to assign **support assignments** for struggling students. Text summaries, audio versions of texts, suggestions of high interest media, as well as ELL and enrichment ideas, are also included in the teacher materials (available for digital or print access).	**Pearson Realize tools**
The IPoly staff uses a wide **variety** of learning tools and technology to reach students in their classes and projects. For example, in the 10th grade, students learn film creation. In the 11th grade, students take these skills and create a documentary based on scientific experiments. After evaluating the impact of this on student learning, the 11th grade team removed the documentary and replaced it with a scientific report along with students having to defend their findings on stage before their peers. IPoly students also showcase their work to each other for learning and improvements. The goal is to make student work tangible and applicable. Every English classroom has a cart of 36 laptops, and we maintain almost a 1:1 ratio for school-provided devices for students.	**Alternative assessment methods (presentations, films, etc.)**
In order to give students more feedback on writing and ELA support, a Writing Coach has been on staff since the Spring of	

2016. As of the 2016-17 school year, the coach works with the English faculty **in the classroom** to allow for more face time with students throughout the writing process. Teachers plan and refine curriculum with the coach to keep students actively engaged in developing as writers.	**Writing Coach calendar**

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers have multiple opportunities for **professional development** throughout the academic year and summer. During the school year, teachers attend multiple trainings within their disciplines or individually on topics ranging from Autism to Common Core in the Classroom. Summer trainings are an opportunity for the staff to come together and evaluate and refine practices. **Regular trainings** are scheduled through LACOE, and as a member of the LACOE family, we often do not have to pay for the training. Each classroom has access to a SMART interactive touch board, document camera, lectern, faculty and student desktop computers, and access to laptop carts. Teachers use these on a daily basis in a variety of lessons ranging from research to multimedia creation. The integration of technology and standards-based lessons has increased with the addition of the Pearson Realize program for English, Math, and Social Studies.	**LACOE professional development resources** **CUE Conference** **Common Core trainings** **Pearson trainings** **Next Generation Science Standards trainings** **LACOE trainings**

IPoly projects are designed to help students engage actively with core content standards in each subject. **Components** for projects allow students to utilize their pre-existing academic, social, and technological skills as they learn new information and develop additional skills befitting their grade. Teachers monitor student progress and guide development throughout the semester as a part of Friday House blocks. Toward the end of each semester, students have a culminating **presentation/experience** followed by assessment conferences where they are encouraged to reflect on their work over the course of the semester.	**Project components** **Project presentations**

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Students at IPoly are expected to be active participants in their education. As such, IPoly faculty works to create a collegial environment where every student is comfortable speaking up and asking questions. For instance, students are asked to discuss topics in pairs and small groups before they report ideas out to the class. Additionally, in some grade levels, students learn Socratic seminar methods. Often, students are given assignments that invite them to research a topic in order to educate their peers. Teachers facilitate all group structure and guide students to work creatively and independently in **project components**. Projects are structured but provide freedom for students to explore and create. Many **assignments** that the students are given have open-ended questions where students are encouraged to come to their own conclusions through researching. In their research, they come to their own conclusion to questions and use their research as evidence to support their claim. Students often engage in debates, mock trials, and simulations in their classes. Questions with open-ended answers are often presented to students where they must conduct research and	**Project packets** **Assignment examples: open-ended activities, student directed topics**

reach multiple outcomes. Examples include the following: solving water rights issues in the 9th grade; exploring the justification of the use of the Atomic Bomb by the United States in WW2; and researching the Federalist vs. Anti-Federalist debates during the creation and ratification of the US Constitution. Some examples of simulations are Xlandia and Food Court by the Buck Institute.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Culminating **project pieces** require students to gather all their findings and acquired knowledge, on and off campus, to create an educational experience for parents, teachers, and peers. Examples of this practice are the 9th grade Infotainment, the 10th grade debates and Frankenstein film adaptations, the 11th grade Greenfest and the American Dream Museum, and the 12th Grade Capstone Project. An example of higher order thinking and the acquisition of knowledge is the American Dream Museum. Students are required to examine how the American Dream has changed over time. Students are placed into groups based on decades and conduct research on the sciences, social issues, and the arts within their assigned decade. The final product is a museum piece relating to their decade and topic. The 10th grade project exposes students to literature, team collaboration, film production, and editing software.	**Project packets, component descriptions** **Samples of student work**
Projects are driven by an essential question. The questions are open-ended that allow students to explore the topic and make their own conclusions. **Project components** are all focused on providing students with the opportunity to explore potential answers to the essential question. The projects require students to weigh the evidence, support their position, and justify their conclusion.	
Students also demonstrate knowledge and skill through a wide variety of assignments. In the Science classes, for example, qualitative and quantitative experiments are used to challenge	

students to think critically. Students are required to write one formal lab report at each grade level. The lab reports vary in levels of difficulty from grade to grade. Laboratory experiments require students to apply what they have learned to solve problems and apply critical thinking through error analysis. An example of extended learning is the juniors' science experiments conducted on **conservation**. In addition to having to write a formal experimental report on their findings, the students are also required defend their data and discovery onstage before their peers.	**Recordings of 11th grade "Believe It or Not" Talk Show**

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
IPoly teaching teams organize much of their semester curriculum using integrated **projects**. Students typically are assigned to groups between four and six where they collaborate on a variety of components such as film creation and editing. A variety of software applications and classroom presentations challenge our students to present their findings in creative and critical ways. Some examples include the decade's museum piece during the 11th grade project and the theatrical productions conducted by the 9th grade students. Through these components, all students are able to contribute individually and as a group while developing confidence in a safe space and with people of varying abilities.	**Project component descriptions, assessments, rubrics (grades 9-12)**
Beyond projects, students are often required to work together in groups to solve problems in a variety of settings. For example, the projects present students with problems and tasks that require teamwork. In the ELA classrooms, for example, students conduct peer reviews several times throughout the semester; these **sessions** are facilitated by the Writing Coach, who oversees the students' ability to provide constructive criticism and offer viable suggestions for one	**Peer review forms**

another's improvement. In the Science classrooms, students work together to apply their knowledge in experiments to solve problems and finalize their conclusion with support from data. **Simulations** are also used at the senior level to promote collaboration and higher-order thinking in the building of a new school project. IPoly has several **electives** that focus on critical thinking. The Debate elective require students to conduct research and practice public speaking. In addition, students in Debate often go to competitions that are organized on and off campus. The CTE elective teaches students about photography and video production. Students adapt literature, scientific concepts, and historical events into short documentary or narrative films.	**"Build a Better School" components** **Elective course outlines, assignments**

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
IPoly's **projects** require multiple uses of technology to complete. Students use film techniques, digital literacy, multimedia **applications and programs**, audio equipment, social communications, and other technology-based skills while meeting rigorous state and project standards. To assist students in this endeavor, technology such as film editing software, digital video cameras, and training are provided to assist students in their learning process and creation. Also, programs such as Desmos are taught and utilized to support logos for their student components. Students use a wide variety of technology during presentations to showcase their work. The school is quickly approaching a 1:1 ratio of technology per student. These devices are either laptops, iPads, or desktop computers for in-class use. For example, students learn to use studio equipment in their theater and video productions. Students also use various software to create graphs, diagrams, infographics, and so on, to communicate their findings. Mobile laptop carts are available to all teachers, particularly in the English department, to assist in writing and editing of	**Project packets, component descriptions, presentation formats** **Multimedia applications and programs:** **Google docs** **Blogs** **Pearson Realize** **Turnitin** **HemmingwayApp** **Stock Market Game** **iCivics**

student papers. Turnitin.com is a school-wide accepted subscription program that is utilized to prevent plagiarism but also to store, edit, and peer review student papers. Several of the core teachers utilize Gmail accounts for their classrooms, encouraging students to submit documents through Google Docs in order to better track writing progress. Pearson Realize is also utilized for the faculty and students to identify and track student progress.

Mobile iPad carts are available for student use. The iPads have been used in a variety of ways ranging from research, filming, editing, app use, and looking at molecular structures. Pearson Realize works with the iPads and has been integrated into some of the classrooms utilizing the new Pearson textbooks.

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt*: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Because it is located on the Cal Poly Pomona University campus, IPoly has access to many resources not available to students of a traditional high school. For instance, students are within walking distance of a **university library** where they have access to various types of sources, scholarly journals, multimedia, and a plethora of other resources at their fingertips. University librarians are available for student database and library trainings.	**Cal Poly Library and Databases**
Teachers use a variety of sources in an effort to go beyond the textbook and keep students current in global events. The faculty considers this dynamic use of resources especially important to teaching about our ever-changing world which moves much more quickly than a textbook. This is especially true in areas such as Government and Ecology. **Sources** include but are not limited to CNN10, periodicals, educational blogs, TED Talks, current documentaries, and primary sources.	**CNN 10** **Periodicals** **Blogs** **Documentaries**
To provide an extra level of learning for students, several school **events** featuring guest speakers have been offered. For example, after students were taught about apartheid, a guest	

speaker who lived through apartheid spoke to the 9th and 10th graders about his experience. IPoly also hosted a speaker that was a Holocaust survivor. Planet Rehab, an organization that rehabilitates endangered animals, has educated students and presented opportunities to work locally for global concerns.	**Primary Sources** **Guest speaker records**
As a project-based high school, IPoly often includes in-class **simulations** as a means to take content beyond the textbook. In the freshman year, students impersonate field research scientists by going on a mock expedition to an area experiencing environmental degradation. In the sophomore year, formal debates are conducted on scientific concepts and historical events.	**In-class simulations**

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Group **projects** and **associated field trips** encourage students to explore potential college majors and careers. During freshman year, students have visited The Paige Museum/La Brea Tar Pits and are able to observe how scientists collect evidence in the field. This is a precursor to the first semester 9th grade project, where student teams stimulate being sent on an expedition out in the field to research and collect evidence about a particular environmental issue. Sophomores follow industry standard practices while creating a narrative film adaptation created in conjunction with the American Film Institute. To prepare the 10th grade for the film, all 10th graders have to take a Film Creation VAPA-approved elective so they have the necessary technical skills. Juniors explore environmental products and practices creating an environmental trade show educating one other and the other grade levels about possible environmental careers and products. Seniors spend considerable time exploring, researching, and teaching about a focused area of interest with ties into career and economic futures. Interviewing and, when possible, mentoring with expert in the field is a requirement for all 12th grade students.	**Project packets, components** **Field Trip permission slips, rosters**

Some of our students participate in outside **college mentorship program**s such as QuestBridge Academy, Uncommon Good, and Scripps College Academy. These programs are dedicated to helping low income and first-generation students with the services to make college preparation and success equitable. IPoly's Dean of College Admissions works to establish opportunities and guide students towards postsecondary pursuits. For the 2016-17 school year, 5 IPoly students were selected for the Scripps College Academy that only selects 50 students.

QuestBridge Academy

Uncommon Good Program

Scripps College Academy

Other layers of support utilize parent and faculty connections to industry. **Career Day** is organized by PTSA and staff. Students are exposed to a variety of professionals and career choices. Professionals are chosen from all walks of life. Students have the opp3ortunity to learn about careers that involve college degrees and those that do not. Alumni and parents are encouraged to be a part of Career Day.

IPoly sophomores, juniors, and seniors attend off-site **college fairs** (COSI - California Out Of State & International College Fair, NACAC - National Association for College Admission Counseling College Fair and USC College Access Day). Students explore colleges within the United States and overseas. Additionally, there are many on-site presentations and workshops hosted on our campus to students, families, and teachers. A concerted effort has been made by the Dean of College Admissions to invite representatives from UC and Cal State schools as well as local private universities. Students also use **Naviance** to further explore career and college opportunities.

Career Day networking forms, schedules

College fair rosters

Service learning encourages students to experience volunteer work and mentorship from professionals. Students must complete **community service** each year during their time at IPoly. This promotes civic engagement as well as exposing them to a wide variety of professions. Students have volunteered at elementary schools, libraries, hospitals, the American Red Cross, homeless shelters, animal shelters, and zoos, for instance.

To better serve our students and families in maximizing college opportunities, a Dean of College Admissions was hired in the 2016-17 school year. An initial task was to create a **summer workshop** for rising seniors to begin the college application process and create strong applications. Working with faculty and the Writing Coach, the Dean developed

Naviance career exploration curriculum

curriculum, and sessions were held during the summer prior to Fall 2017 to get a head start on the college application process.

Another immediate task was to build and strengthen relationships with local colleges, primarily Cal Poly Pomona and Mt. SAC. This was done in order to provide more access and opportunities for IPoly students to not only take classes but to be involved in authentic activities and learning experiences. Initially, the Dean of College Admissions met with deans of various colleges on Cal Poly Pomona's campus. Partnerships with the Agriculture department have resulted in opportunities for students to take AG 200 classes which relate to leadership and life skills; a symposium and working relationship with Veterinary Science professors and student organization; and participation in two grant proposals through Landscape Architecture professors and Agriculture professors. Strengthening the relationship with Mt. SAC has led to on-campus assessments for IPoly sophomores and juniors, as well as the establishment of a Dual Enrollment program that will begin in the Fall of 2017. Further strengthening of the Mt. SAC relationship includes Outreach Coordinators hosting **FAFSA information nights** for IPoly parents in both English and Spanish on the IPoly campus.

Also critical is the establishment of positive working relationships with students and parents. During the course of the year, the Dean participates in **Student Success Meetings** to discuss and work through any number of tasks. Parent meetings or **Family Success Meetings** are also scheduled to provide information and clarity on the college application process. In addition, monthly **Parent Nights** are held to provide insight and pertinent information relating to college and a host of topics to assist and empower students to reach their goals. Guest speakers are also brought in to share personal journeys and expertise to assist families in the process as well.

Creating on- and off-campus opportunities for students to engage in community service and intrinsically motivated experiences is essential for students to be the strongest college candidates.

In addition, the Dean of College Admissions provides career exploration opportunities by addressing the needs for students to perform at maximum capacity on college prep tests like the SAT and ACT. In conjunction with the Writing

Community service student logs

Senior Summer College Workshop rosters, lesson plans, student writing samples

FAFSA parent workshop attendance form

Dean of College Admissions meeting records, workshops

Coach and outside companies, the dean provides boot camp style test prep **opportunities**.	**SAT and ACT boot camp rosters**

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Based on IPoly's adherence to standards-based instruction, students attain a high level of learning through core content and projects integrated with Common Core State Standards, Next Generation Science Standards, and California College and Career Readiness Standards. Grade-level standards are reviewed to best meet the needs of all students and prepare them for CAASPP, and IPoly is beginning to implement various data systems to measure analyze student achievement. All students complete the a-g UC requirements, and student mastery of the Common Core is monitored through the implementation of diagnostic assessments, particularly in English and Math. To allow students to meet VAPA requirements, CTE courses are available in film, video production, and photography. In addition to regular coursework, junior and senior students have opportunities for enrollment in college classes through the Young Scholars program, the concurrent college enrollment program, and dual enrollment on IPoly's campus. Currently, all students follow a centralized class schedule, which may be reorganized to better meet student needs.

IPoly teaching teams organize much of the semester curriculum using the integrated projects, and students demonstrate knowledge of content and mastery of skills through culminating project components. Teachers facilitate student learning through these project components, development of open-ended questions, and opportunities for research. Careers are integrated into the projects, explored through Career Fair Day, and researched during the senior project. In order to keep current with content, teachers often go beyond textbooks in the classroom by utilizing a wide variety of resources and technology. Where applicable, professional development serves to augment these practices, though research-based training and onsite instructional technology support should be more consistent. Faculty continues to collaborate on a weekly, often daily, basis and communicate best practices across grade levels and departments.

Students are offered a variety of academic supports within and beyond the classroom, as well as a variety of technology available to complete assignments. To clarify expectations and assist students as they progress through semester-long projects, students and parents are given project packets at the start of each semester, and faculty regularly integrate core instruction with project components. As they work through each semester-long project, students receive feedback from peers, faculty, and the community. Student progress is made transparent with the use of Aeries, an online grade portal that tracks student grades and assignments in real-time. All stakeholders have regular, consistent access to this portal, as well as to the school website and grade-level websites; in spite of this, improvements can be made regarding the effective communication to all stakeholders through these channels. The new textbooks for ELA and Math allow teachers to assign individualized, supplemental coursework for struggling students. In addition, the English department works in tandem with a Writing Coach who provides individualized feedback and writing support for students across the grade spans. While there are several online curriculum

resources available to our students, the effective integration and use of these resources in the classroom and at home still needs to be completed.

While students are offered multiple opportunities for support, IPoly's Student Planning Team (SPT) outcomes and intervention processes need to be aligned with those multi-tiered support systems (MTSS) and made more transparent in order to best meet students' instructional needs.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- All teachers have access to classroom laptop and iPad carts as well as a computer lab with high bandwidth; almost 1:1 student to device
- Many opportunities for trainings and teachers have strong input with regards to trainings needed
- Most students are College and Career Ready and a high percentage (98%) enter straight into postsecondary education
- Organization of master schedule supports our specialized structure and allows for: mutual prep time, block scheduling, flexible scheduling within grade-levels
- Consistent planning time outside of a teacher's contracted year has supported planning and collaboration
- All teachers embrace a deep level of reflection on best practices within their grade-level teams on an ongoing basis

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Strengthen collaboration between grade-level teams and PE and foreign language teachers
- Formalize a transparent Student Planning Team meeting (SPT) and intervention process and align with Multi-Tiered System of Support (MTSS)
- Math and English curriculum programs documenting/showing growth over time
- Effective integration of all online curriculum resources

Standards-Based Student
Learning: Curriculum

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
International Polytechnic High School employs many **formative and summative assessments** in order to assess student mastery in core subject matter content. This includes traditional methods of assessment such as hard copy and digital tests and quizzes, 4-6 components per project (with one project per semester), student discussions, written and oral peer feedback, presentations, and self-evaluation and reflection. We are continuously evaluating our own systems to meet our diverse student needs; this occurs at the end of each semester per grade level. Each grade level team meets with the student groups to assess the project components, address concerns, and identify areas of strength and improvement.	**Teacher-driven formative (homework, classwork, projects) and summative tests (quizzes/unit tests/end of semester project assessment)**
It is our goal to use the assessment process to prepare students to be life-long learners and collaborative group members who hold themselves accountable for their own learning. Because of this, we have put an **assessment system** into place at each grade level and in each content area that combines traditional assessment strategies (i.e. homework, class work, compositions, individual and group presentations, and exams) with alternative forms of assessment (i.e. self-assessment, group assessment, peer assessment, and teacher/student assessment dialogues), which stress open communication between faculty and students.	**Student driven assessment/reflection**
IPoly currently services 15 IEP students. **Annual goals** are reviewed by the IEP team which includes administration,	**IEP documentation**

teachers, students, parents, service providers, and a psychologist, and tri-annual assessments are completed. IPoly works with 5 English Language Learners. Four students were redesignated during the 2017-18 school year, and beginning in 2018 we will be offering them the ELPAC.

Students meet academic expectations, as evidenced by 2016-17 CAASPP **scores** (see page 58) In Math, 50% of juniors at IPoly met or exceeded proficiency. In English, 93% of juniors met or exceeded proficiency. Since the implementation of CAASPP (see chart on page 58), IPoly students have continually exceeded state levels in every area.

One area of focus will be improving on our CAASPP scores in mathematics. After thorough analysis of the 2016 and 2017 results showing a drop of 13% in overall proficiency, we have taken steps to realign our Mathematics courses and will be implementing an assessment plan throughout all assessments to incorporate the eight test type questions found in Mathematics CAASPP. This will allow students to become familiar with the question types and also benefit future NGSS assessments.

IPoly has consistently scored higher than state averages in all areas **data** is collected, including CAASPP scores, college acceptance rates, graduation rates, A-G completion rates, matriculation to postsecondary opportunities, and college test preps (pages 58-62).

IPoly employs a Writing Coach who not only co-plans and co-teaches with every level of English, but also has assessment meetings with individual students and keeps track of **student essay scores** from each grade level. These scores are used to track student writing proficiency over the course of the school year and give immediate support to students who are struggling. These scores (because they share a rubric and grading scale) can be used from grade level to grade level to track a student's writing development over the course of their time at IPoly. Currently, these records inform the development of writing curriculum.

To analyze student progress and provide feedback, teachers record student presentation quality throughout the semester and track progress accordingly. Records include but are not limited to **project component contracts, rubrics, and presentation notes**.

In order to ensure that students have the best possible opportunities for success concerning their project assessments, the IPoly faculty introduces freshmen to project

Results from the following types of assessments:
- SAT
- ACT
- PSAT
- CAASPP
- EAP
- CELDT reports

College entrance acceptance rates

Writing Coach essay records

Project component contracts, rubrics, and presentation notes

9th Grade PBL:
eXpeditions Unlimited

packets and component contracts to outline the expectations for proficiency within each project and project component. The upper grades continue distributing the project packets, but these packets become more complex and intricate as students' progress through their high school career. This has proven effective because by the end of the senior year, students have acclimated to project packets. In analyzing our semester projects, we have incorporated the 6 Cs into the projects. We need to develop a formalized process to ensure students are understanding and recognizing their personal growth in each of the 6 Cs and how students meet them by the end of their senior year. In addition to assisting teacher teams with keeping permanent record of project specifications throughout the life of a project, project packets with accompanying component contracts allow students and parents to come to an understanding of expectations at the beginning of a given assessment period.

All teachers utilize a computer-based grading system (Aeries) to collect and record student **assessment data**. This enables teachers to access student attendance, grades in progress, demographic information, and contact information throughout each term. During the 2017-18 school year, we have included a way to identify those students in special subgroups so it is noted on their daily electronic attendance sheets. The areas we have noted include: SpEd, SPT or 504, English Learner, and WatchList (consists of Academic Probation or Attendance Contract).

Assessment is designed not only to measure student knowledge (achievement relative to content standards), but also critical thinking, collaboration, and communication skills. **Data about student achievement** is evaluated in teacher teams which meet for a minimum of 120 minutes a week.

That's Infotainment!

10th Grade PBL:
Global Competition
Just Because You Can...

11th Grade PBL:
Prometheus:
A Study of Energy
American Dream Museum
RefashioNation

12th Grade PBL:
Build a Better School
Capstone project (Building a Compendium of Knowledge [BaCoN])

Aeries assessment data

Grade level and content team goal meetings

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Assessment information is shared with parents and other community members throughout the year via student presentations, mid-semester and semester **grade reports**, conferences, and the school profile. This information is shared on a weekly basis through **Constant Contact**, and students and parents are able to access this information in real-time through Aeries. As a school, we struggled to communicate what our old letter grades meant to colleges and universities and student information systems, and we often struggled in translating our grading system over to their system. Our PBL model lacked the common language used by neighboring public schools, higher education institutions, and employers seeking to offer internships and career opportunities. After careful **research** and conversations with college admission officers, the staff agreed to switch to the more traditional letter grading convention to better suit the needs of our students. For the 2016-17 year, IPoly transitioned to a traditional (A, B, C, D, F) letter grade system. In addition, the grading scale has been standardized on a schoolwide basis. "E" → A+ "AE" → A "P" → B "AP" → C "CR" → D "NC" → F With this transition we changed the contract and rubric assessment system to better work with and reflect the new grading system. For example, the old grading system did not define the requirements for a top grade and made it difficult for students to achieve a 4.0 grade point average. The new grading system **better defines** the requirements to achieve	**Aeries grade reports** **Constant Contact records** **Letter grade transition research** **Faculty grade analyzation**

an A in the class and projects. In both the old and new grading systems, emphasis is placed on mastering course concepts (i.e. content standards) and developing sound habits of mind and strong interpersonal skills (per IPoly's 6 C's, referenced in D2).	**charts of old grading compared to new possible grading**
New stakeholders are informed of assessment processes during **incoming freshman registration**, held at the start of each school year. All freshman registration includes having parents and students sign up for IPoly's online portal, Aeries. In addition, **New Parent Orientations** (both in English and Spanish) are conducted during incoming student registration. Each summer, administration and staff work with parents and students to register for Aeries. Throughout the year, parents, school board members, alumni, and district staff are invited to attend student presentations and provide feedback pertaining to their assessment.	**Freshman registration handouts, records, Orientation materials**

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Aeries, our demographic and grade management system, stores **assessment data**, facilitates access to stakeholders regarding student progress and growth, and improves communication among faculty and staff. The Aeries system allows parents to access their student's grades at any time and also allows **documentation** of student progress to be shared between faculty and staff members. Aeries also shows **trends** on how students are progressing in their individual classes with simple line graph showing upward, stable, or downward progress.	**Aeries assessment and trend data**
The English and Math faculty at IPoly utilize **Pearson Realiz**e, another digital means of monitoring student progress towards meeting the necessary standards/benchmarks for their respective courses. The digital textbook platform allows teachers to assign students readings, various activities, quizzes, tests, and has a wide variety of multimedia to enhance student learning. The program allows teachers to assign all	**Pearson Realize data**

these things for students to complete, and then the program provides the teacher with data and feedback on what students are not grasping and need further assistance on or are excelling at. This data is aligned with Common Core State Standards.

High Stakes achievement testing is recorded and tracked. During the 2016 - 2017 school year, we have implemented a process that all achievement data is available in either Aeries or Naviance. Our next step is to have all data reside in one place and continue to conduct trainings for both parents and students in how to be cognizant of their individual scores.

High Stakes achievement testing

Categories have been added to the Aeries Student Information System identifying students with academic needs and challenges. For instance, when logging daily attendance, teachers are able to view which students within their classrooms have IEPs, are English Learners, At Risk, currently taking concurrent college courses, or when they transferred into IPoly.

Aeries data

For students who are struggling, we employ an Academic Monitor to ensure that students are on track to graduation. The Academic Monitor analyzes students' grades to determine who is struggling and may need additional support. The Academic Monitor also works with teacher recommendations to ensure that when teachers see students struggling, they are able to get the additional help they need (either through peer tutors, online programs, or counseling). All students who are on our **Academic WatchList** are flagged in Aeries so teachers are aware of the students who are struggling with grades or attendance.

Academic WatchList

IPoly offers an elective course for students in danger of failing or who need extra help in a specific subject field. The Academic Support **elective** allows students to receive the extra assistance they may need in order to be successful. The instructor of the course monitors the student's progress and makes sure they are improving in all classes, so that they remain on track to graduate. In addition, a small population specialized **academic support class** was added to give the RSP teacher additional seat time with students with IEPs.

Academic Support elective course description

All courses have very similar standards-based assessment procedures as other grade levels in regards to formative and summative assessments. Textbooks are used to support instruction in the classroom and outside of the classroom. Some of the **types of assessments** include quizzes, oral presentations, skits, listening activities, informal

Access Learning elective course description

assessments through teacher and student interactions, and fill in the blank type of questions. For example, in the Spanish classrooms, **assessments** address listening, speaking, reading, writing, and comprehension skills. In the Physical Education department, growth is measured by 80% participation (dressing in proper gym attire, demonstrating good citizenship points, punctuality) and 20% written work. FitnessGram is used to track students' **fitness tests**, measuring abdominal strength, upper body strength, aerobic strength, trunk flexibility, body composition, and general flexibility. In addition, the freshman grade level team meets students one-on-one for mid-semester **assessments**, spending 5-7 minutes per student, to conduct individual monitoring and assessment about mid-semester progress. Each faculty member meets with students in the respective Houses (34 students per teacher). Comprehensively reviewing all six content areas and electives has so useful for freshman students that we hope to expand this practice across the grade levels.	**Samples of classroom assessments** **Realidades 1 and 2 assessments** **Physical Fitness Test results** **Freshman mid-semester assessments**

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
A variety of assessment methods are in place at IPoly. Assessment is a continuing activity at the school and is linked to achievement of the content standards as well as having all students strive to achieve our school's adopted 6 Cs (formerly the ESLRs). The school community regards assessment as providing important feedback information to all stakeholders, including parents. Our regular **formal assessment procedures** focus on systematically improving student performance relative to established expectations. The IPoly assessment process is an opportunity for teacher and student teams to engage in meaningful dialogue about student growth at all mid- and end-of-semester marking periods through grade-level collaboration and by using our schoolwide grade reporting system (Aeries).

An **assessment week schedule** with substitute teacher coverage allows ninth and tenth grade teachers and students to actively discuss what the students have learned as well as possible changes that can be made in order to improve learning. Students have an opportunity to discuss and provide evidence for reassessing their mark. This process allows students and teachers time to discuss meaningful learning outcomes. In addition, this student feedback is also considered in project design and revision.

In addition to schoolwide assessment practices, individual teachers incorporate assessment tasks into instruction in order to stimulate thinking and learning (including students' ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas) and to assess students' learning processes and their abilities to use the knowledge and skills | **Freshmen/Sophomores: Use of self-assessment forms at the end of each semester (with occasional teacher input/guidance) along with using the standard A-F grading system based on proficiency along with individual assignment and project contracts/checklists/rubrics.**

Juniors/Seniors: Do not use the self-assessment process (due to time constraints in meeting individually with the students). Instead, use of the standard A-F grading system based on proficiency along with individual assignment and project rubrics.

Freshman and sophomore assessment week schedule |

they have been taught. This is done on a teacher-by-teacher and team-by-team basis. Using these various methods of assessment, IPoly teachers routinely gather **formal and informal data** on student achievement in order to evaluate student growth over time and to identify appropriate strategies and activities to improve instruction.	**End-of-the-year reports**
Schoolwide discussions (Friday faculty meetings, content team meetings, and summer PD) are also held regarding the role of assessment in driving the curriculum at IPoly. During the 2014-15, 2015-16, and 2016-17 summer breaks, faculty and staff have undergone professional development for four days in content teams and grade level teams, wherein they reflect upon and analyze **student and parent surveys**, accordingly restructuring projects and content curriculum.	**Student and parent surveys**
Teachers use a combination of traditional assessment models, such as summative **unit tests** but also summative student **presentations** at the end of units of study. Many formative models also take place, such as traditional homework assignments, readings, composing of notes, but also such formative outcomes as **blogs, vlogs, and posters**. The majority of students' semester-long projects and their formative components often culminate in a final summative presentation. Students and faculty often partake collectively in this formative and summative assessment by receiving and giving **feedback** to their peers and teachers.	**Summative unit tests, presentation rubrics** **Student blog, video compilations, poster displays** **Observer/peer feedback forms**

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers use a variety of **assessments** to guide, modify and adjust curricular decisions in an attempt to guide instructional approaches for student success. These decisions are primarily made through content and grade level collaboration to generate continuity across curriculum. With regularly scheduled **team meetings** at weekly (often daily intervals), each grade level ensures cross-curricular integration and thematic connections. IPoly teacher teams are created for both content and grade level collaboration in order for	**Teacher/textbook generated exams** **Grade level meeting agendas, minutes**

teachers to discuss, gather, and analyze an assortment of informational data. In the Physical Education classes, students complete one take-home assignment per semester, a research paper focusing on 5 Components of Fitness. PE teachers review rubrics bi-annually in order to support their lesson planning and use the **FitnessGram results** to adjust curriculum and meet state standards. This is evidenced by a larger percentage of students passing four of the six areas of the Fitness Gram. (See page 64 for PFT Results). In the Foreign Language classes, students enroll in Spanish I, II, and III. All Spanish classes are aligned. Success in these classes is measured by a student's ability to speak the target language, effective if student responds adequately to a question in the target language based upon the unit of study. For further practice, students read short novels, take Scantron tests, and perform skits in the target language. Spanish faculty adjusts **curriculum** in regards to immersion: students are presented materials in the target language and surrounded with authentic Hispanic culture (songs, music, dance, food, films, readings at all levels).	**PE research paper prompt, rubric** **FitnessGram results** **Spanish curriculum**

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
At IPoly, student feedback is regularly elicited in a formal and informal manner and proven as an effective means of student progress by a low percentage of failing grades. (See page 65) Since the beginning of the 2014-15 school year, the student information system, Aeries, allows all stakeholders to communicate regarding student progress and plan conferences, discussions, and so on. **Aeries data** promotes conversations on student achievement and a broader overview of student progress and educational outcomes.	**Aeries student data**

Grades 9 and 10 hold **assessments** with their students at the end of each semester in order to debrief students on their success with the semester-long projects, their success with working as a team, and to determine ways to improve upon the project for the following year. The freshman ELA teacher administers **End-of-the-Year Reflection** surveys, which serve to inform faculty and Writing Coach collaboration and curriculum.	**Group project assessment forms**
	End-of-the-Year Reflection samples
At the 10th grade level, students use assessment forms at the completion of each project component to **evaluate** their contribution to that specific component and reflect on the process.	**Project component evaluations**
At the 11th grade level, teachers incorporate a "mini-assessment" process in assessing the student projects. The 11th grade faculty debriefs with the students as groups at the end of each component within the overall semester-long project, gaining input from the students regarding group dynamics, individual contributions, and the group's overall success/failures experienced in order to move forward productively into the succeeding components. The students also have a say in a possible **redistribution** of component grades for non-productive team members, which will only occur with full acceptance from all group members along with their respective House teacher approval.	**Project component redistribution forms**
At the 12th grade, teachers and students meet during the weekly House block to discuss individual student progress regarding their capstone project research efforts. Students also meet with the senior Social Sciences teacher to review all of the sources used in their research of their capstone project, verifying that students used valuable and credible sources for their assignment.	
The Physical Education department utilizes a **feedback form** for freshman activities, which includes a debrief of the activity, what was learned, and what would be done differently, this form is then used to inform instruction.	**Games Day feedback form**

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
In order to determine that students are progressing toward the achievement of the academic standards and the 6 Cs, the IPoly faculty makes certain that the classes are designed to explore the appropriate material. Content area teams meet to discuss **scope and sequence** in order to monitor complete coverage of all standards throughout each student's educational experience at IPoly. Grade level team meetings are held regularly to allow for the best possible integration between core subjects. In addition to grade level and content area **meetings**, whole staff **meetings** are held to discuss matters of consistency throughout the school. Parents are also an invaluable resource for monitoring student progress toward meeting the academic standards and the expected schoolwide learning results (IPoly's 6 Cs). Parents are kept abreast of schoolwide changes by reviewing the student **handbook** each year and by reading their students' project packets, **initialing** them, and returning them to the teacher team at the start of each project. Additionally, parents are invited to attend and participate in a variety of component presentations throughout the semester. At every grade level, at the culmination of each project (per semester), parents are invited to observe the final student project/presentations. Parents are also invited to attend monthly parent-student-teacher conferences when students are failing to meet academic or personal expectations as determined by their assessments on **formal assessment reports**. When a student is in danger of failing an academic course, they may also be placed on an **academic contract** (administered by our Academic Monitor), requiring frequent	**Content area scope and sequence documentation** **Grade level team meetings minutes** **Staff meetings agendas, minutes** **IPoly Handbook** **Project contracts (parent signatures)** **Assessment reports**

communication between parents and teachers regarding academic performance and/or behavior. In addition, an extra study period can also be mandated via academic contract, and students with a 2.5 GPA or below may be required to attend academic electives (Academic Support) during schoolwide elective blocks two times per week. The Los Angeles County Office of Education lends support to our assessment and monitoring system by implementing, administering, and analyzing data resulting from **standardized statewide assessment tests**. These standardized test results are also mailed home on an annual basis.	**Academic contracts** **ACT, SAT, CAASPP results**

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Due to IPoly's project-based learning model, curriculum is redesigned heavily from project assessments (see D2.1, 2.2). Standardized testing results have not been a strong resource in making curricular changes due to the changing nature of state-required assessments (transition from STAR to CAASPP). We do, however, use standardized data in the implementation of our curriculum. For example, to assist in placement of our concurrent college enrollment classes, our sophomores and juniors take a series of Mt. SAC (local community college) **placement tests** in both English and Math that indicate our students' proficiency with a more rigorous curriculum. The result was the creation of additional **concurrent college enrollment offerings to** provide advanced courses for juniors and seniors on the IPoly campus.	**Mt SAC Placement Test Results** **Dual enrollment records**

Beginning in the 2016-17 school year, IPoly acquired **Pearson Realize online standardized assessments** for English and Math. For example, all freshman, sophomore, juniors, and seniors complete the Beginning-of-the-Year Diagnostic test, which measures their competence in grade-level and Common Core State Standards. The aggregate reports indicate grade level competency in both skills and areas of improvement. The disaggregate reports indicate student individual mastery of the curriculum and allow the instructor to provide additional classroom resources. During the 2017-18 school year, selection tests and unit tests were administered throughout the grade levels. All English teachers review results and focus instruction on areas of weakness identified for their respective grades. For example, the junior English teacher has seen a correlation between students' lack of ability to analyze literature and has added Literature Circles to her instruction.

Additionally, in the Math department, the freshman, sophomore, and junior instructors use **Pearson Realize online mathematical assessments** to supplement their curriculum. For example, in 2016-17, the freshman Math teacher administered the Beginning-of-the-Year Diagnostic for Math I. The results informed her in the areas of needed growth throughout the freshman class; furthermore, she embedded necessary re-teaching of skills into currently planned units. With the redesign of our math program this year in all grade levels, we do not yet have trending data to analyze, but initial grade analysis shows us that we will need a stronger understanding of a students' skills before and after the assessment to help better inform instruction.

Beginning in the 2016-2017 school year, IPoly participated in the **College Board's PSAT 8/9 standardized assessmen**t. IPoly High School's Mean Total Score of 964 on the PSAT 8/9 compared to the State's Total Mean Score of 811 is a clear indication that our curricular approach to core content, heavily influenced by our PBL model, is providing students with a strong foundation to succeed beyond their high school careers.

The following is a summary of the results:
- 51% Male: 49% Female
- Overall Mean Total Score of 964
    - Males obtained a mean score of 992
    - Females obtained a mean score of 935
- Demographic information as follows:
    - 64% Hispanic/Latino with a Mean Score of 932

Pearson Realize English and Math diagnostic test data

College Board PSAT 8/9 Results

- 13% Asian with a Mean Score of 1062
- 13% White with a Mean Score of 989
- 8% Two or More races with a Mean Score of 1016
- 1% Black or African American with a mean score of 850
- 1% Native Hawaiian/Other Pacific Islander with a Mean Score of 1070

Furthermore, a summary of the PSAT 8/9 performance by benchmarks found that 60% of the school met both benchmarks (Evidence-based Reading and Writing and Math). In contrast, only 25% of the state met both benchmarks.

Demographic information as follows:
- Hispanic/Latino
  - 55% met both: 80% met ERW: 56 met Math: 19% met None
- Asian
  - 89% met both: 89% met ERW: 94% met Math: 6% met none
- White
  - 47% met both: 100% met ERW: 47% met Math: 0% met none
- Two or More Races
  - 73% met both: 91% met ERW: 73% met Math: 9% met none
- Black/African American
  - 0% met both: 100% met ERW: 0% met Math: 0% met none
- Native Hawaiian/ Other Pacific Islander
  - 100% met both: 100% met ERW: 100% met Math: 0% met none

To be implemented in the 2017-18 school year, **Interim Assessment Blocks** will be used to examine student progress and mastery of the standards-based curriculum in English and Math.

CAASPP (IAB) results

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Classroom teachers, using the results from diagnostic exams (see D3.2), constantly review the students' progress in meeting statewide standards. Working in **content teams**, teachers review their successes and areas for improvement to ensure that standards are being met successfully.	**Content team meeting agendas**
During the 2017-18 school year, based on **CAASPP results**, we have begun to implement Interim Assessment Blocks in both Math and English twice a year. This is in order to familiarize our students with the online delivery model and variety of question types, in addition to providing test-taking strategies. This should allow students to acclimate before the assessments occur at the 11th grade. Results will be analyzed per department and challenging, or difficult question types will be determined and subsequently incorporated into the unit course study throughout the year. The English and Math entrance **assessment process and exams** have also been modified according to incoming student data.	**CAASPP results** **Entrance exams data**
After analyzing prior student assessment **results** from standardized tests (PSAT, SAT, ACT and Mt. SAC ELM) combined with anecdotal data from recruitment events and data provided by our Dean of College Admissions and the continued struggle to make our students competitive in their college application process, the Math department decided to change the Math **program** to allow the inclusion of higher math courses such as Pre-Calculus and Discrete Mathematics.	**Standardized test results, Mt. SAC entry-level mathematics test results** **Math course progression**
The English department has added a Writing Coach based on the EAP (as part of the CAASPP) and previous student writing scores in order to ensure students are prepared for the writing they will be expected to do in a college setting.	**Writing Coach job description**

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives our school's program, as well as its regular evaluation, improvement, and usage of resources. Individual teacher **assessments** and statewide standardized assessments are reviewed and analyzed regularly. The results are utilized by various campus stakeholders in order to make scheduling, purchasing, staffing, and instructional decisions.	**Formative and summative assessments**
IPoly **projects** are constantly reviewed and changed based on their ability to meet state standards and provide opportunities for students to demonstrate their competence with regard to the expected schoolwide learning results. During the summer, grade level teams and content teams **work together** to revise the projects and minimize overlap. Upon reviewing assessment results, the administration makes suggestions and requires goals with action plans from teacher and grade level teams in order to improve inadequacies. Teacher and content area teams then use their prep periods, Friday afternoon staff meetings, and summer hours to work toward these goals.	**Project debriefing/interviews** **Project revisions** **Summer professional development agendas**
Finally, discretionary funds are used to help meet existing technological gaps. Teachers, teacher teams, and content area teams come up with **lists of resources** necessary to successfully meet IPoly's needs. Examples include new textbooks, instructional videos, mathematical manipulatives, lab equipment, and other necessary incidentals. Areas of weakness according to the statewide test results are given higher priority for resources. A Writing Coach position was established as a first step in closing student learning gaps.	**Documentation of needed resources (team agendas, notes, Google docs)**

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Proctors for standardized testing are chosen based on which students in the school need to take which tests. Teachers are then trained by administration in how to administer and maintain the integrity of the tests. All proctors sign the **security agreement,** and the tests themselves are kept in an administrator's office in a locked room until it is time for them to be administered. They are then returned to the office once completed and secured under lock and key.	**Documentation of proctor attendance** **Security agreements**

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)
Assessment is a continuing activity at IPoly and is linked to achievement of the content standards, as well as having all students strive to achieve the 6 Cs, formerly the school's ESLRs. Incoming students complete entrance assessments that are in the process of being aligned to Common Core and NGSS assessment type questions to better inform instruction and meet student needs. All courses have very similar standards-based assessment procedures as other grade levels in regards to formative and summative assessments, though project-based learning achievement is not yet systematic. Assessment results are utilized by various stakeholders in order to make scheduling, purchasing, staffing, and instructional decisions. The administration makes suggestions and requires goals with action plans from teacher and grade-level teams in order to improve inadequacies. Teacher and content area teams then use their prep periods, Friday afternoon staff meetings, and summer professional development to work toward these goals and hold discussions regarding the role of assessment in driving the curriculum at IPoly. All teachers utilize Aeries, a computer-based grading system, to collect and record student assessment data. This system allows parents to access their student's grades and outstanding assignments at any time; it also allows clear communication between faculty and staff members. For students who are struggling, IPoly employs an Academic Monitor to ensure that students are on track to graduation. When students are in danger of failing an academic course, they may also be placed on an academic contract requiring frequent communication between parents and teachers regarding academic performance and/or behavior. Interventions for struggling students will continue to be provided and made accessible. In the 2016-2017 year, IPoly transitioned to a traditional (A, B, C, D, F) letter grade system. This transition was prompted by the concern that IPoly's previous grading system was confusing to parents and other stakeholders and was not allowing students a fair opportunity when applying

to colleges and universities. Beginning in the 2016-2017 school year, IPoly participated in the College Board's PSAT 8/9 standardized assessment which reported a high mean score for our school. The scores are a strong indication that our curricular approach to core content, heavily influenced by our PBL model, is providing students with a strong foundation to succeed beyond their high school careers. A recent series of college-level placement tests indicate that our students were able to handle a more rigorous curriculum; this resulted in the creation of a dual enrollment program with a local community college and alterations to the Math course progression. Based on the EAP scores (as part of the CAASPP) and student writing scores, a Writing Coach has been hired to ensure students are prepared for college-level writing. CAASPP scores and student growth areas will continue to be analyzed in order to inform instructional decisions.

IPoly's regular formal assessment procedures focus on systematically improving student performance relative to established expectations, especially in regards to semester-long projects. At certain grade levels, students have an opportunity to discuss and provide evidence for reassessing their mark. This process allows students and teachers time to discuss meaningful learning outcomes. In addition, this student feedback is also considered in project design and revision. Assessment information is shared with parents and other community members throughout the year via student presentations, mid-semester and semester grade reports, conferences, and the school profile. By presenting their learning in a public venue on a regular basis, students are accountable to their parents, their teachers, the community, and themselves. This is an assessment practice that IPoly is working to implement across all grade levels with all students because this process is an opportunity for teacher and student teams to engage in meaningful dialogue about student growth at all mid- and end-of-semester marking periods through grade-level collaboration. It is IPoly's goal to use the assessment process to prepare students to be life-long learners and collaborative group members who hold themselves accountable for their own learning.

Over the last year, the focus on the tracking and analysis of student data has led to several changes and processes being put in place to inform instruction and help with student achievement. IPoly staff and administration are working on implementing interim assessments to show not just proficiency, but also growth in high stake tests scores by our students. As part of our school action plan, reviewing and analyzing student achievement data will continue and more plans for processes will be developed on how to use the data to identify and address our critical learner needs.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Redefined Mathematics program
- Hired a Writing Coach
- Transitioned grading to traditional A-F system
- School-wide discussions for decision making
- Hired a Dean of College Admissions
- Acquisition of new technology (laptops)
- Parent portal for online grades (Aeries)
- Pearson Realize companion website for both Math and English

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Create a system to have accurate tracking and analysis of achievement data on all platforms to inform teachers on lesson and unit planning
- Recruitment and Admission process to be analyzed to accurately identify the best students for IPoly
- All grades implement a one-on-one midterm conversation with students about their progress in all classes
- Increase students' proficiency on Math CAASPP and EAP levels
- Investigate interim assessments to show growth towards proficiency in incremental steps at each grade level.

Standards-Based Student
Learning: Curriculum

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
IPoly regularly communicates to parents/guardians utilizing multiple communication techniques to provide information. We have an active school **website** that hosts a calendar, contact pages, and overall school information. There are links to Aeries (student information system) and Naviance (college and career readiness software provider) for parents and students to check grades/assignments and planning for college. Our recruiter sends out **Constant Contact emails** to parents and students about events and opportunities on/off campus weekly. The link for our **Accountability Report** for our school is also on the website. There is also a **Facebook page** where our Dean of College Admissions provides content such as student opportunities, interesting college related articles, and student profiles. Students and parents are encouraged to share information for distribution. The Dean is the admin of the page and disseminates all information. We have a **marquee** in front of the school and multiple large **TV monitors** within the school quad and staff lounge that are updated with school information and acknowledgments. **"Eye on IPoly,"** a student-created media program is meant to provide useful campus happenings, program and activities highlights, any other news that would benefit our campus and students. This program is displayed during Friday House blocks.	**IPoly website: http://www.ipolyhighschool.org/pages/International_Polytechnic_High** **Constant Contact emails** **Accountability Report** **Facebook page (IPoly Feed)** **Marquee and television monitor specifications** **Eye on IPoly broadcasts**
We use the **Recruitment Night** to highlight information about curriculum, projects, events. There is a **New Student Orientation** for the incoming students (freshmen and transfers), **Back to School Night** to explain expectations of teachers and school, Recruitment Night to inform those interested in our program, monthly **parent seminars** to assist their student in their learning process and future, and Mt. SAC financial aid night. The Mt. SAC night, primarily for FAFSA information, is led by Mt. SAC outreach personnel, and they provide	**Recruitment Night flyers, records** **New Student Orientation flyers** **Back to School Night forms** **Parent information night sign-in sheets**

both English and Spanish speaking volunteers. We also have multiple Spanish speakers on staff who are able to successfully communicate with Spanish speakers. We also have the ability to get our Constant Contact's written in other languages at the stakeholder's request.	**Information Nights** **New Student Orientation** **Back to School**
We have **PTSA** and **SDMC** that meet once a month for parents, students, and community members to be involved in school fundraising, planning events, and decision making.	**PTSA and SDMC agendas, minutes**

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
IPoly High School actively encourages and supports parent involvement in varied ways. For example, PTSA puts together a **Career Day** in the Spring in which they bring various community professionals and IPoly alumni to present about their various career fields. These speakers provide students the opportunity to seek mentorship, interpersonal advice, and guidance. IPoly has partnered with Cal Poly Pomona since 1993. Our partnership enables IPoly to provide opportunities for students to experience **hands-on learning** with the College of Agriculture, Business, Landscape Architecture and Pre-Veterinary faculty and student organizations. Students are part of a grant in partnership with Cal Poly Pomona Agriculture department. Through the 2 sections of the AG 200 class, students can take 2-unit classes that develop leadership and life skills. Initially, the program was limited to Young Scholars qualified students but has since been expanded to students with a GPA range of 2.5 to 2.9. It was determined that these students could best be served by the skills taught in these classes. IPoly also partners with Cal Poly Pomona students who provide after school tutoring and **Kinesiology students** who come and teach in the PE classes for a quarter. For our juniors and seniors, we also partner with Mt. SAC with **dual enrollment** in order to provide core academic and transferable courses. Community resources are also utilized within classrooms. For example, in their ELA class during second semester, juniors complete a **college unit** that helps them jumpstart college admissions essays, as well as connects them with an opportunity for	**Career Day** • **list of speakers** • **advertisement of event** • **student participants** **Cal Poly Pomona Ag 200 course enrollment (Young Scholars program)** **Physical Education lesson plans (Kinesiology)** **Dual enrollment records** **11th grade college unit lesson plans**

mentorship and networking with professionals and/or college students. This enables them to transition their knowledge and connections to their **senior capstone project**, which requires students to complete 100 networking points by interviewing, mentoring, volunteering, or working for professionals in the field of their topic choice.	**Senior capstone project packet**

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous **school improvement.**

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
IPoly's emphasis on trust and safety encourages students to attain higher levels of achievement. The small size of the student body allows for closer teacher-student contact, resulting in a higher level of instruction and accountability. Also, once a week student at each grade level meet with their **House teachers.** This **House time** allows for the teachers to really get to know the students in their House and this helps to identify students who may be having trouble, either academically, socially and/or emotionally.	**Grade Level Houses and House time weekly**
After a thorough investigation and evidence gathering, IPOLY's **zero tolerance policy** regarding drugs, weapons and fighting is enforced. An online survey in IPoly 2017 showed that students, parents, faculty, and staff agree that IPoly is a safe school and they feel safe while on campus.	**Zero Tolerance Policy**
Cal Poly Pomona Campus police are available should we need their assistance. This assistance is rarely required because our small school community creates a safe environment. IPoly stakeholders involved in ensuring safety on campus include students, parents, staff, Cal Poly Pomona	**Cal Poly Police**

and IPoly faculty and administration, and the Cal Poly Pomona Police Department.

We have also put in a gate around the school to ensure student safety even further. In order to get into the school, student and staff will either use their ID cards to get through the gate, or have to go through the office. This allows for the office to be aware of everyone on campus.

IPoly works with the local authorities, Cal Poly Pomona and the **Emergency Building Marshall** to run a **Shelter in Place** drill every year. In addition, there are two **Fire Drills** per year and every October IPoly participates in the **Great California Shake Out.**

Emergency Building Marshall

Shelter in Place
Fire Drill
Great California ShakeOut

Science teachers have all completed the **Science Laboratory Safety training** and the chemistry teacher has been specifically trained with the vent hood, eye wash and chemical shower as well as **Citizen Emergency Response Team training.**

Science safety training

Handbooks

Continuous school improvement, is sustained by regular meetings that involve all stakeholders. Grade-level teams, content teams, all-staff, student-teacher meetings, and Shared Decision-Making Committee meetings are once a month throughout the school year. During the summer, staff development days are provided for teachers to review and revise their projects, gain new knowledge, and share their expertise. The number of days allowed for professional development is determined by budgetary considerations.

Chemistry Lab: chemical hood, eye washing station and shower

As far as **internet safety**, many classrooms have two posters about being a **Digital Citizen** and well as **Common Sense Social Media** posters. LACOE also employs an internet content filter. Teachers also specifically address these concerns with students directly.

IPoly has worked diligently to address the safety concerns of our students and staff. Annually, the **School Safety Plan** is reviewed, revised and updated with the help of stakeholder input. This document is a living document and is updated as needed to address any concerns or issues. The document is available on the website and a copy can be found in the IPoly front office.

Digital Citizen Poster

Common sense posters about social media

IPoly School Safety Plan

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Both projects and content class assignments are designed to hold students to high expectations. IPoly teachers know that students respond best to **meaningful personal and educational rigor and challenges.** IPoly students recognize that the school's cultural emphasis on self-motivation, the intrinsic value of learning, and personal accomplishment is fundamental to developing the habits of mind and behaviors necessary for success in college and in one's life as a global citizen.	**Handbook**
Throughout their four years at IPoly, students are routinely engaged in learning that incorporates the school's "6 Cs", as they are expected to be effective learners, communicators, users of technology, and IPoly citizens. The expectations and disciplinary provisions are defined in the student handbook that is given to the students every year.	**Teacher monitoring** **Teacher Intervention** **Team meetings**
Teachers of the same grade level have the same prep period, this allows for a greater collaboration amongst the teacher teams. This also allows for teachers to discuss the issues currently facing the students and be able to address those issues. In addition, the teachers use a program called Slack to keep in **constant communication** throughout the day. Teachers can also decide to pursue **Student Planning Team** meetings for students they notice are struggling with the material or the work. After some of the SPT's, these students are referred to the Special Ed department for testing. **Teachers** also use this time to put groups together to produce the heterogeneous functional groups. Teachers utilize their training with mediation and conflict resolution in order to facilitate these procedures.	**Constant communication amongst team teachers** **Group design** **6 C's**
Students with 504 plans or IEP's are integrated into the general classroom. The teachers work in close relation with	

the Special Education teacher, school psychologist and speech pathologist to ensure student success. **Disciplinary consequences** are handled by our Assistant Principal and Principal. Though, the number of these disciplinary issues is low in relation to the number of enrolled students.	**Low proportion of students that need to discipline**

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
The professionalism of the school's culture is apparent in many ways. The school is characterized by collaborative effort among teachers, administrators, and students to identify and solve problems related to teaching and student learning. The school's culture **encourages students' active participation and voice in the school community.** There is mutual appreciation of the complexities and effort required to implement project and problem-based and alternative curriculum among teachers, students, administration, and parents.	**Rigor of projects**
Students travel around in **cohorts or houses**. They travel with these houses to each of their classes (except for elective). This allows for a greater camaraderie amongst the students and allows for them to build better relationships with each other and their house teachers.	**Houses**
After our last WASC visit, it was recommended that we develop a mentoring program for students. A program called HUB was put into place to facilitate this mentoring. Each teacher on campus was randomly assigned seven students from each grade level. Once a month this group would get together and do team building activities, with a culminating HUB games. After doing this program for a year and a half, it seemed that the mentoring aspect amongst the students and students, and the students and teachers was still lacking. Thus, during 2017-2018 school year, the staff will utilize Friday meetings to re-address this issue of mentoring and decide the best option for	

it, whether it is done in house, HUB, electives, or any other options that are presented.	
The small size of the school (approximately 540 students) and the integration of the curriculum allow teachers and students to conference on a regular basis, thus fostering an open and trusting relationship. Both **teachers and administrators are easily accessible to students**. Trust in faculty and staff and in the safety of the campus is evident by the large number of students who are comfortable staying after school to receive help or work on projects. The school also leaves the **MPR and Computer Lab open** before, during and after school to ensure students have a safe place to work. These are monitored by other students and staff as well as mounted cameras to assist front office in monitoring.	**Open MPR** **Computer Lab** **Technology** **Backpacks are left in the quad**
IPoly attracts parents and students who seek a rigorous academic program as well as a safe environment. Open recruitment and a fair admissions process ensure a diverse population with varying abilities. Prior to applying, students are able to **attend an orientation and spend a 'shadow' day on campus.** This helps prospective students get a sense of the culture and climate of the school, as well as the expectations for learning and behavior.	**Students help to run recruitment** **Shadow Student Days**

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
In addition to addressing the physical safety needs of our students, IPoly also supports students academically, socially and emotionally. Students are supported through a variety of approaches; this allows teachers to offer more personalized instruction. IPoly's **team-based approach** to instruction promotes i**ndividualized learning.** Moreover, our students	

are supported by their placement in what we refer to as **Houses,** heterogeneous cohort groups in which students travel from class to class together (average of 35 students per House, describe House time as a way to build relationships between student and teacher, mentorship, address academic and mental health while working in an academic setting) 9 and 10: 50 minutes per week, 11 and 12: 100 minutes per week. Each of the core teachers is assigned their own House (East, North, South, West), which puts them in a unique position to build class morale and school spirit. House teacher serves as the point person for issues regarding the student; info then passed on to rest of the team, parents build a relationship with one teacher, issues are then conveyed to all teachers working with the student on a weekly basis.	**Grade Level Houses**

In **environmental biology,** toward the end of the year, the teacher goes over sex and health topics with the 9th grade classes. Discussion about these topics are used to guide students in safe, healthy decision-making. Additionally, over the past year, there have been several **school assemblies.** One of these is the CVS: One Choice presentation on the danger of opioids and we also had the organization "Rachel's Challenge" present to our students and staff. "Rachel's Challenge" strives to inspire, equip, and empower every person to create a permanent positive culture in their school and community and one of the most powerful ways to do this is with kindness and compassion. After the presentation, some of our students were inspired to start the nationally recognized club called **FOR (Friends of Rachel)** with the objective being to create a culture of kindness around campus. The club has already had a week of kindness in which various activities took place on campus to bring an awareness.	**Environmental Biology curriculum**
	
	School Assemblies:
	    CVS – One Choice
	    Rachel's Challenge
	
	FOR Club

Efforts to provide academic support for struggling students are ongoing. **Tutoring** is facilitated through the Counseling Office. There are student tutors as well as tutors that are hired from Cal Poly Pomona. IPoly has also hired a **Writing Coach** who collaborates with the teachers, namely the English department, to help the students develop and improve their writing abilities in addition to co teaching some units throughout the year.	**After-school tutoring program with Cal Poly students** **Writing Coach**
The grade-level teachers also have the opportunity to share relevant information or concerns about their students during their shared conference period on a daily basis. The **grade-level teams** are able to focus their efforts on struggling students brainstorm interventions that work across different courses and make referrals to the Counseling Office when	**Grade Level Teams meetings**

needed. Students who continue to struggle even after teacher intervention are referred to IPoly's **academic counselor**, the **academic advisor** who monitors at-risk students, and/or the assistant principal for intervention. For example, at the 10th grade level, has occurred 3 times per semester: beginning of semester, students with low GPAs identified; middle of semester, warnings issued; end of semester, letters to parents sent.	**Counseling Office and Academic Advisor/Monitor**
For students who are struggling, an **SPT meeting** is held to determine what interventions have been tried and/or might be pursued, or if the student would be best served by referral for **testing for special education support**. Students who are thought to have learning disabilities are referred to the resource specialist, school psychologist, or speech pathologist to determine if they are eligible for special education services. In addition to our resource specialist, a speech and language specialist, two paraeducators and a school psychologist are part-time resource personnel.	**SPTs, 504s and IEPs meetings**
After looking at all our procedures in place there is a definite need to put a structure in place so that all stakeholders are aware of the interventions and supports students can or have been receiving. Communication across support staff, core level teachers and PE/Foreign language teachers is necessary. Our strong Professional Learning Communities with **shared conference periods** on a daily basis for grade level teams is a huge advantage but now we need to formalize a process so all stakeholders that work with a student are aware of interventions tried and those that are successful. Communication modes across counselors, academic monitor, grade level teams, PE and Foreign Language teachers, nurse, and administration is needed. The expanded use of **Aeries** will assist in this, but a committee needs to be formed to discuss **Multi-Tiered System of Supports** and IPoly's procedures for communication.	**Shared conference period for each grade level team**

Aeries |

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
This is the second year of integration of the **Naviance** program. Students across all grade levels access the program to build resumes, search colleges and scholarships, research and in conjunction with the Common Application apply to colleges as they link application info to Naviance. As the database continues to grow, students will be able to more accurately assess college choices based off previous IPoly students admission decisions. Each grade level team meets with students during the semester. Beginning in the 2017 - 2018 school year, the freshman and sophomore teams have met with students one-on-one each semester (midterm assessments) to discuss grades and any pressing issues. This allows teachers to communicate and resolve student issues early and often. This also builds a sense of trust and a stronger relationship between the students and teachers. As part of the Federal Work Study Program, Cal Poly Pomona provides IPoly with students who come to our campus to tutor our students (began 2015-16). Unfortunately, during the 2017-2018 school year, even though we were approved to use Federal Work Study Program students from CalPoly, we had difficulty finding students that were qualified. We will continue to apply for the program and strengthen our relationship with Cal Poly in future years as it has proven a great help to IPoly students. Our Academic Monitor works hand in hand with our academic counselor. One program in place to assist students is our IPoly Tutor Mentoring program includes a tri-fold program facilitated by Academic Monitor involving student, parent, and student tutor. There are predetermined areas of improvement, defined by student and parent with assistance of Academic Monitor that the tutor and student will work on.	**Naviance** **Teams meeting with individual students a couple times a year to check in with the students** **Tutoring after school with tutors from Cal Poly Pomona**

On a as needed basis, the **academic monitor** conducts weekly assessment of entire student body to identify at risk students and those struggling in their current classes. (Ds and or Fs) ; The Academic monitor then measures those students' progress from week to week and contacts both student and parents to find supportive solution to help students succeed.   If students have never failed a class but are earning Ds, Academic Monitor creates academic contract with intervention strategies (communication with teachers, weekly progress reports. 100% of students on the Academic **WatchList** have monthly contact with the academic monitor.

Additionally the freshman team reaches out to incoming student parents/families, preparing them for next steps, integration into IPoly culture and works with the students in understanding the basics of working within a long-term group project.

In 2015, IPoly began offering remedial **math courses over the summer** to students wishing to strengthen their skills. This is an optional course for students; however, teachers recommend students that would benefit the most. During the summer proceeding 2017 school year, all incoming freshman who scored low on their math entrance assessment, were offered a five week course to prepare for ninth grade math.

Additionally, all students, before the end of their sophomore year, must take a one semester course called Film Creation. Film Creation is a class necessary for students to learn the skills applied to their sophomore spring semester project. Because this course is offered during elective slot, some students who are interested in taking other electives year round (drama, dance, Yearbook, ASB) may take it during the summer. In addition, it allows the Film teachers to have more manageable class sizes as our classes were getting as large as 40 kids before the change due to 11th and 12th grade transfers students needing to meet their VAPA requirements.

IPoly offers student to student **Spanish tutoring** twice a week. 30 minute long sessions, in Spanish teacher's room, proficient students offer peer tutoring to any interested students. Normally we have three student tutors (receive Community Service hours) and 3-4 students receiving assistance. Since a faculty member oversees this their current class curriculum/needs are addressed (homework, quizzes, class assignments) in addition to it providing a quiet learning environment. Since IPoly accepts transfer students in the ninth second semester and tenth grade, it is necessary to offer

Watch List
Academic Contracts
Student Success Meetings
Family Success Meetings
Summer math
Pearson online
Spanish Tutoring via IPoly
Chemistry tutoring

specific assistance to those students who have not taken Spanish before coming to IPoly. New 2017-18 faculty received training at **PBL 101**, 3 days, from LACOE and summer of 2018 all staff will engage in three days of training from the Buck Institute on effective project based learning semester units. Faculty teaches material in the real world contexts. Context for the content being learned in authentic situations are in every grade level semester assessment. Some specific examples include: 9th grade project eXpeditions Unlimited, individualized opportunities for students to learn are built into projects because students choose their own learning, choose their own resources, and students are allowed to choose their own research topics in relation to the larger scope of the project, within the learning standards. RefashioNation (an 11th grade first semester culminating project) students choose which jobs they are interested in, Infotainment (ninth grade spring semester) students self-select topics and audition for jobs (see project packet) additionally, senior students choose topics for senior research project	**PBL Alternative Lesson Planning**

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
IPoly has a **CELDT/ELPAC coordinator** who tests and monitors students. Incoming freshman students are required to fill out a home language survey during registration, which will determine the students need to be tested. Language(s) spoken by students. 2017-18 5 Initial English Fluent students tested. 3 freshman receiving EL services in previous schools, so they are currently being monitored, have ELPAC	**CELDT testing/ ELD Support and monitoring**

administered yearly until they are reclassified as English Fluent.

These students are tested and referred for services or redesignation. The CELDT/ELPAC coordinator provides the services for the students in an Elective course. 7 students considered EL but parents signed waiver that allows students to remain in other electives as long as they are monitored; coordinator checks in with respective English teacher to discuss progress.

In place advanced placement or honors courses, IPoly offers a schedule that allows for a 4th block that encourages IPoly students to take **college classes** in their junior and senior years through the Young Scholar Program at Cal Poly Pomona. The Young Scholar Program is a joint effort between IPoly High School and Cal Poly Pomona. IPoly students gain several benefits from participation in the Young Scholar Program including enhancement of the IPoly curriculum and its global and academic perspective, as well as an opportunity to earn college units and completing college-level general education courses. The program also offers students the chance to explore a variety of courses, which introduce students to college majors and/or career options. Participation in this program also provides students the unique opportunity of the college experience" in a manner that feels safe for the student. The fears that frequently prevent students from doing well the first year of college are minimized for many IPoly participants. Young Scholars from IPoly are not given preferential treatment, but are instead treated like college students; they are therefore required to plan ahead and if their preferred course selections are not available, they learn to find alternative solutions. This experience is unavailable to most high school students and is one that clearly teaches our students strategies for success in college.

Concurrent College Classes

Our **Special Education** students are closely monitored and offered push in support, pull out support and specialized accommodations as it pertains to their IEP. All students are offered the same academic support and opportunities.

Special Ed

Over the past few years over 88% of our juniors and seniors enroll in a **concurrent college class**. To qualify for the Young Scholars Program, IPoly students must maintain a 3.0 minimum GPA at IPoly. The cost to participate in the Young Scholar Program is $10.00 per course quarter, plus the cost of textbooks. Typically, additional IPoly juniors and seniors

attend other college programs, including those at area community colleges. The IPoly graduation requirements to follow a single curricular path, complete a college preparatory course of study, along with IPoly's equal access approach to college testing and the opportunity for concurrent enrollment at a college or university all contribute to the high rate of student success in gaining college admission. On average, 98% of IPoly graduates attend higher education.	**Concurrent Enrollment documentation**
Beginning of year, 1st month of school year, freshman team identifies students with academic deficiencies (at-risk, in danger of failing), grade list/spreadsheet compiled (any student that has an F or more than 1 D). At each grading period, our **Academic Monitor** identifies students at-risk of failing and directly meets with students, sometimes on a weekly basis, sets up tutoring, speaks to parents and identifies remediation classes where needed.	**Academic Monitor– intervention with students who are receiving low grades–rosters each semester**
IPoly has a variety of **academic support resources** within the curriculum. Recently we began using PearsonRealize.com for math, English, Spanish, economics, and government. As well as myPsychlab for the senior Neuroscience class. Teachers are able to give diagnostic tests that measure each student's strengths and weaknesses. Teachers are then able to assign supplementary work to specific students. More training is needed to fully implement these programs but the possibilities to supplement resources remains a positive opportunity. Our writing coach works with students at every grade level and is available for students to seek out her input in their essay writing.	**Academic Support** **Naviance** **Writing Coach**
Aeries is utilized by a variety of stakeholders including, admin, counseling and academic advisor to monitor student progress and determine appropriateness of specific programs. Queries are run after grade reporting times to identify students in need of academic support and are then counseled by academic advisor or counselor. Aeries is also used to determine student eligibility for special programs including free and reduced lunch and programs based on residency. (faculty has no access to this)	**Aeries**

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
IPoly's curriculum offers all classes to all students. 100% of IPoly's classes are UC approved. All students take **UC approved classes** in all four disciplines all four years.	**UC Approved List** **Course Offerings**
IPoly offers enrichment classes during the summer. **Summer enrichment programs** are available to students including: math and film studies. Classes are taught by IPoly teachers and the writing coach.	**Summer classes** **Film** **Math**
College Bootcamp was offered for the first time during fall 2017. This program included offering free test prep classes four Saturdays to prepare senior students for the ACT. The fifty students that signed up were able to get valuable help from our contracted vendor, IPoly teachers, the writing coach and Dean of College Admissions.	**College Boot Camp**
Tutoring services are available for students. Academically strong and teacher-recommended students are selected to tutor struggling students in a variety of subjects.	**Tutoring** **Afterschool** **One on one**
IPoly offer students a variety of elective courses such as, Robotics Computer Science, dance, programming. Each year our electives change based on teacher input. We have found a need to have a discussion regarding the selection of electives and more fully align them to topics and experiences that will further define their interests for postsecondary endeavors.	
IPoly does not offer advanced placement. Instead, students have the opportunity to take college classes in their junior and senior years through the Young Scholar Program at Cal Poly Pomona, Mt Sac Dual Enrollment on campus and enrolment in any community college. The programs also offer students the chance to explore a variety of courses, which introduce students to college majors and/or career	**Cal Poly Pomona Young Scholars data**

options. Participation in this program provides students the unique opportunity of the "college experience" in a manner that feels safe for the student. Scholars from IPoly are not given preferential treatment, but are instead treated like college students; they are therefore required to plan ahead and if their preferred course selections are not available, they learn to find alternative solutions. This experience is unavailable to most high school students, and is one that clearly teaches our students strategies for success in college.	**Mt Sac on campus Dual Enrollment** **Dual Enrollment approvals at outside community colleges.**

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
IPoly partners with Southlands Christian High School to provide IPoly students with an opportunity to **participate in CIF competitive sports.** Our agreement allows approximately 50 IPoly athletes per year to participate on high school competitive teams. Currently IPoly students are invited to try out for all the following teams at Southlands Christian. • Football (Varsity and JV) • Girls Volleyball (Varsity and JV) • Co-ed Cross Country • Cheerleading • Girls Basketball (Varsity and JV) • Bays Basketball (Varsity and JV) • Boys and Girls Soccer • Boys Baseball • Boys Volleyball • Girls Softball • Co-Ed Track and Field The agreement is that IPoly students that make a team are responsible for their own transportation to practice and games. At times Southlands will send transportation for our students but other times parents need to check their student out and transport them. We are partnering with Southlands Athletic Director to investigate more efficient procedures so all staff are aware when games are happening and when	**Southlands Rosters** **Clubs** ┌─────────────────────┐ │ **Art Club** │ ├─────────────────────┤ │ **Blood Drive Committee** │ ├─────────────────────┤ │ *** Calculus Club** │ ├─────────────────────┤ │ **Charity Club** │ ├─────────────────────┤ │ **Christian Club** │ ├─────────────────────┤ │ **Debate Club** │ ├─────────────────────┤ │ **Drama Club** │ ├─────────────────────┤ │ *** Eco-Club** │ ├─────────────────────┤ │ **Fashion Club** │ ├─────────────────────┤ │ **FBLA** │ ├─────────────────────┤ │ *** Film Club** │ └─────────────────────┘

students may need to miss class in addition to supporting our athletes at games.

Project Smile Students spend time recycling each day after school. On Fridays, a team collects all recyclables and sorts bottles from cans. They have raised over a thousand dollars and paid for nine cleft palate surgeries. This group has been proactive in helping the environment as well as families around the world.

IPoly offers an average of 25 **clubs** per year to all students. During the month of October, all clubs participate in a fair on the quad that introduces all students to the available opportunities.

Community Service Hours were looked at by all staff and it was determined that the high number of hours required for graduation created a negative effect on the reasons behind including service learning hours in the graduation requirement.   Throughout the last years, 200 hours have been the requirement for graduates. However, in order to improve integrity and authenticity, staff has determined that the requirement will change to a total of 100 hours: 10-hour requirement for freshmen, 20 hours for sophomores, 30 hours for juniors, and 40 hours for seniors. Although the school offers several opportunities for on campus service, such as the Recycle Club, students generally seek out avenues within their communities, such as churches, hospitals, retirement homes and others.

IPoly offers a variety of engaging activities that support student leadership and choice. A few of our larger programs are: **Dance, Drama, Speech and Debate, and some high impact clubs like Red Cross Club, Hope Club, Project Smile.**

Dance Team performs at Back to School Night, Recruitment Night and Pep Rallies. They have also participated in community events such as teaching hula to a Girl Scout Brownie troop and performing at a fundraising show for a Swedish school and for elementary schools).

Students have measure of choice…Dance team choreographs Drama performances that incorporate movement. 40-45 students in elective, 4-6 Dance Captains that meet on a weekly basis with teacher to coordinate plans, and review the next coming event.

GSA
* Harry Potter Club
Hope Club
Latinos Unidos
* Model UN
Music Academy
Nintendo Club
* Photography Club
Project Smile
* Raw Noise
Robotics Club
Readers of Tomorrow
Red Cross Club
* Science Olympiad
Si se Puede
Strategic Gaming
* Sunflower Club
* YEA
Yu-Gi-Oh! Club

Community Service Hours

A group of students work directly with the American Red Cross to schedule and run **three Blood Drives** a year. The students are responsible for all the booking and recruitment of participants. The Blood Drive Committee attempts to receive 200 pints of blood and if they succeed the group receives a scholarship. These students are also recognized at graduation, as they get to wear a red cord to represent their hard work and determination.

IPoly students have the opportunity to participate in **Speech and Debate** in addition to Individual Event tournaments. This harnesses their argumentative skills as well as their drama skills. They participate in local, state and national tournaments. IPoly is also a member of the National Speech and Debate Association which allows students to accumulate points which can lead to different forms of recognition including scholarship opportunities.

Future Business Leaders of America is a state and national organization and IPoly is establishing a chapter starting with the 17/18 school year. Through FBLA, students are provided authentic opportunities and are able to build real world skills through chapter activities and compete with students in section, state and national competitions.

Drama participates in a two-day competition at Fullerton College. For the 2016-2017 school year, approximately 12% of the school participated in this event. They also work in close relation with Cal Poly Theater Department.

Eye on IPoly is a weekly video production that has begun in Spring 2018 and serves multiple purposes. First is to provide a weekly update on school activities, student profiles and special events. It also serves to provide students with learning opportunities encompassed within media and broadcast journalism as well as opportunities for students of all grade levels to interact and learn from one another. Students schedule meetings with Dean of College Admissions to discuss any number of ideas from best options for success academically and relating to extracurricular activities in order to create the best options for college. Additionally, our College Dean helps them identify the aspects of their senior project in which they have gone beyond the classroom, specifically in their **Senior Projects and mentorships** that have arisen from the connections.

Calendar showing Blood Drive events and Speech tournaments

Eye on IPoly

Senior project requires mentorships/volunteer work

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs
IPoly thrives with a community of trust, care, and collaboration. This is evidenced by the strong sense of camaraderie between students and teachers and the constant portrayal of the school's 6 Cs, which are embedded into curriculum and the school's culture. On campus, the 6 Cs are displayed prominently (in classrooms, on television monitors, on posters, etc.), though off-campus stakeholders may not have immediate awareness of the meaning. Due to our close-knit community, students have learned to give back through a variety of authentic experiences and opportunities. They are empowered to become lifelong learners and active participants within their community and beyond. IPoly has several relationships with community-based organizations that allow students pursue postsecondary endeavors; these relationships should continue to be strengthened and solidified. In addition, the number of clubs that allow for students to leave campus and participate with groups outside of the IPoly community should be increased and given more faculty support.   There exists a definite need to maintain clear communication and awareness for all stakeholders regarding the interventions and supports available for students. Communication across support staff, core level teachers, and PE/Foreign language teachers is necessary. Our strong Professional Learning Communities with shared conference periods on a daily basis for grade level teams is a huge advantage, a process should be formalized for all stakeholders to be made aware of attempted and successful interventions for struggling students. Communication modes across counselors, the Academic Monitor, grade level teams, PE and Foreign Language teachers, the nurse, and administration are needed. The expanded use of online platforms (Aeries, Naviance, the school website) will assist in this, but further discussions and professional development should occur to further implement a Multi-Tiered System of Supports and clear procedures for communication, as well as a system to clearly track student demographics and postsecondary enrollment.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Active and Supportive PTSA
- Enthusiastic community
- Support from Cal Poly, Pomona
- Teacher-student relationships, House advisement
- Structure of school is supportive: small student body, grade-level and subject team meetings on a daily basis, emphasis on teamwork and collaboration for staff and students, supportive office staff
- Availability of teachers before school, during lunch, and after school
- Special Education Support Staff: School Psychologist, Resource Specialist, Speech Pathologist
- Unique job positions to support IPoly: Academic Monitor, Dean of College Admissions, Student Outreach Coordinator
- Many activities that support students' engagement in school culture: Career Day, college fairs, more than 25 school clubs, student leadership

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- 6 Cs need to be incorporated into culture and made visible to all stakeholders
- Reevaluate ways to better communicate with parents regarding a student's academic, postsecondary and social/emotional goals.
- Develop communication strategies to ensure all faculty and staff have common information regarding interventions and Multi-Tiered System of Support (MTSS)

Prioritized Areas of Growth Needs from Categories A through E

The following statements indicate priorities that incorporate all identified growth areas, as indicated beneath. Note that growth areas can reflect needs from the various Chapter Three categories:

IPoly needs to improve our systems of communication for all stakeholders so that there is a consistent formalized platform.

- IPoly has had the benefits of being a small school and over the years it has been assumed that with the highly collaborative nature of staff and students, all stakeholders have been able to access needed information, but this is not the case as seen by parent, staff and student survey results.
- Over the last three years, in the parent survey, Communication with Parents, remains the highest need articulated.
- Teachers need a more formalized process for the communication of students receiving intervention support.
- IPoly needs to institutionalize the Multi-Tiered Systems of Support (MTSS) and help all staff understand the interventions appropriate to each student.
- IPoly has developed islands of excellence with various communication systems (Constant Contact, Google Classroom, Remind.com, Aeries portal, LACOE website) but teachers and staff do not have an effective platform to communicate with all stakeholders.

As seen in our math CAASPP scores, EAP scores, and at-risk of failing percentages, IPoly needs to continue to work on identifying strategic ways to increase our students' success in mathematics.

- Two of the last three years in the ninth-grade year, we had 9% or higher students identified as at-risk of failing.
- Each year, across grade levels, we have had over 9% or more students at-risk of failing in mathematics.
- Our CAASPP and EAP scores have had an inconsistent trajectory between 39% and 63% proficiency for our students in mathematics.

IPoly is still identifying ways in which we can assess our students' growth benchmarks. We need consistent tracking and analysis process to gather valuable information from aggregated and disaggregated data.

- IPoly uses semester interdisciplinary assessments but does not track them throughout the four years except in individual grade books.
- IPoly began using SBAC Interim Assessment Benchmarks in math and English during the 2017-18 school year but consistent use will yield actionable results.
- IPoly bought Pearson online assessments with all new textbooks (Math, English, Spanish, Science 12th) but training needs to be given to teachers and an overall plan needs to be developed to use the information to inform instruction.

CHAPTER IV:

Summary from Analysis of Identified Critical Student Learning Needs

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Based on the analysis, discussion and evaluation of the school program from all stakeholders the following are the identified critical students learning needs. All of these needs and tasks were identified and agreed upon by all stakeholders. Each task was directly aligned to a growth area identified by our focus groups.

Organization	Curriculum	Instruction	Assessment	Culture

SCHOOL GOAL #1:

Develop systems of communication to engage all stakeholders in the success of students.

1.1.1 Strengthen the collaboration between grade-level teams and PE/Foreign Language teams to better meet the needs of all students

1.1.1.A Integrate projects across all curricular areas (including PE/FL)

- Provide teacher prep time to collaborate with grade level teams to design components that are interdisciplinary across PE and foreign language
- Develop lesson plans that integrate and support grade level semester projects
- Investigate and secure long term funding for professional development in summer outside of teacher contract.

1.1.1.B Develop a uniform syllabus, complete 1st and 2nd semester

- Science: Plan and design curriculum course outlines to meet NGSS standards (grades 9-12)
- HSS: Develop standard based scope and sequence for Historical and Social Sciences Analysis Skills grades 9 – 12
- English: Design curriculum and provide strategies and support services for students to master the three CCSS writing types: informational, argumentative and narrative.

1.1.1.C Math: Redesign grade level standards to best meet the needs of each cohort of students to prepare them for CAASPP

1.1.2 Formalize a transparent Student Planning Team outcome process and intervention process for all instructional staff in order to best meet the student's instructional needs.

1.1.2.A Coordinate initial plan with SpEd, counselor, academic monitor and admins – create a clear matrix of intervention (Parent Conference, SPT, 504, SpEd Referral)

1.1.2.B Coordinated training and implementation of new Intervention Matrix

1.2.1 Utilize the various data systems to analyze student achievement. (Naviance Alumni Tracker, Aeries, CAASPP platform, ELPAC)

1.2.1.A Analyze summative and formative data from new textbook implementation (Math & E/LA)

1.2.1.B Train all teachers in the CAASPP system and reporting

1.2.1.C Support EL Coordinator with training on new ELPAC and site implementation

1.2.2 All staff fully utilizing website functionality to communicate effectively to all stakeholders.

1.2.2.A Creation of new website and teacher accessibility – grade level creation of website for project collaboration

1.2.2.B Website training and coordination of outreach to all stakeholders

1.3.1 Provide professional development to teachers so they understand how to utilize the various data systems available (Aeries, Naviance, Pearson Realize)

1.3.1.A Develop schoolwide use of Naviance

- Training classroom staff
- Training Office staff
- Training students
- Training parents

1.3.2.A Provide weekly communication to parents through website to update school business in the form of letters, constant contact, newsletters, announcements, etc.

1.3.3.A Weekly/monthly academic grade level announcements, updates, celebrations to parents through website

1.4.2 Continue to partner with all stakeholders (students, parents in communicating all aspects of their students' secondary path to ensure their child's success in postsecondary goals.

1.4.1.A Implement Assemblies: Rachel's Challenge, CVS One Choice (to promote positive school culture and community)

1.4.2.A Provide monthly parent workshops – college admissions (English and Spanish)

- Provide parent information sessions that target trends, parenting, college and student success

SCHOOL GOAL #2:

All students will be college and career ready

2.1.1 Increase in the percentage of students moving from one band of proficiency to the next band of proficiency in the CAASPP for ELA/MATH.

2.1.1.A English and Math teams will analyze results from CAASPP and IABs and align lesson planning to meet the areas of weakness for each grade level.

2.1.1.B Math scores on CAASPP meeting and exceeding proficiency will increase each year and maintain overall proficiency above state standard.

2.1.1.C All departments will incorporate the four assessment type questions into course level assessments to better prepare students in addressing critical thinking and synthesis prompts.

2.1.2 Standard-Based Instructional Planning - aligning learning and student objectives to Common Core State Standards and Next Generation Science Standards to ensure that a higher level of learning (Depth of Knowledge) is attained.

2.1.2.A Develop grade level scope and sequence at each grade level for the following:
- Presentation Skills
- Technology
- Study Skills
- Cooperative learning groups
- IPoly 6 C's

2.1.2.B Continue to refine course curriculum, including electives, so they are rigorous and prepare students to be college and career ready.

2.1.3 Increase in the percentage of students matriculating to 4-year college/university by 10% each year, maintain above state standards in SAT/ACT and EAP.

2.1.3.A Implement additional support services for students.
- Implement Dual enrollment program with Mt. SAC (on IPoly campus)
- Implement free prep programs for all 11th grade students (50 students)

2.1.3.B Coordinate available College and Career Fairs (2/year)

2.1.4 Students will show mastery of California College and Career Readiness standards and PBL projects and curriculum will have a well-defined criteria, rubric and assessment

2.1.4.A Integrate Conflict resolution curriculum and/or skills

- Determine grade appropriate skill set
- Integrate skill set with curriculum and projects
- Develop teacher trainer model for new staff
- Create peer review panel to support student groups identified

2.1.4.B Consensus on proficiency/grading & weighting for PBL semester grades at different grade levels

- Review 5-year data (grades)
- Research and discuss criteria for grade distribution
- Re-evaluate and determine best practices for project grade weight in overall grade
- Develop guidelines and procedures

2.2.1 Develop a system of tracking current student concurrent college enrollment and postsecondary opportunities

2.2.1.A Create a system in Aeries that is available to all staff to identify and track current student demographics

2.2.1.B Evaluate Math program, concurrent college options, and IPoly course curriculum to ensure students are prepared for postsecondary opportunities.

2.2.2 Decentralize student scheduling to better meet the needs of students

2.2.2.A Reorganize class scheduling so students have a personalized learning plan for all four years.

- Develop 4 year plan

2.3.1 Continue to provide dedicated time on daily and weekly basis to grade level teams.

2.3.1.A Provide pull out days to each department to better align curriculum across all grade spans

2.3.2 Develop relationships with Community Based Organizations to further allow our students opportunities to support them in their postsecondary endeavors.

2.3.1.A Increase collaboration with CalPoly Pomona

- Improve structure and opportunities for Young Scholar Program
- Develop MOUs for Work program tutoring, student teaching, student teaching fieldwork
- Investigate additional ways to collaborate with Department Deans
- Coordinate services and class enrollment with Department Deans

2.3.1.B Increase collaboration with Mt Sac Community College

- Dual Enrollment on IPoly campus MOU
- Develop Connect 4 procedures so IPoly students can seamlessly enroll after graduation.

2.3.1.C Investigate other CBO's that IPoly could partner with to increase internship opportunities for our students.

2.4.1 Embed 6Cs into the Culture and Curriculum

2.4.1.A Create a monthly video to display on all school TVs and new website

2.4.1.B Grade level teams identify and highlight 6Cs in semester PBL

SCHOOL GOAL #3:

Develop a system of assessments to guide instructional learning.

3.1.1 Analyze all grade-level project based learning projects to ensure they continue to measure interdisciplinary semester learning.

3.1.1.A Review and update project packets to ensure rigor, connection to grade level content standards and interdisciplinary subjects.

3.1.1.B Conduct visits to other schools that use PBL across the curriculum.

3.1.2 Establish baseline growth areas (interim assessments) to measure future achievement in ELA and Mathematics; NGSS soon to follow

3.1.2.A Identify SBAC interim assessment blocks for all grade levels in ELA and math

3.1.2.B Implement IAB in all grade levels and analyze results to help inform instruction.

3.1.3 Align recruitment entrance assessments to Common Core and NGSS assessment type questions to better provide a platform to identify those students who are a good match for IPoly.

3.1.3.A Align both math and English entrance assessments to CCSS and NGSS style of content assessment

3.1.3.B Redefine recruitment process and ensure transparency with all criteria to identify students who are a good match for IPoly

3.2.1 Develop a system to track semester PBL achievement for each student

3.2.1.A Create a group of across grade teachers to brainstorm possible organization and development

3.2.1.B Develop tracking system and create transparent weighting in gradebooks

3.3.1 Provide Research Based Professional Development to refine semester interdisciplinary projects

3.3.1.A Provide research based project based training based on Buck Institute to all teaching staff.

3.3.1.B Provide Coaching for each grade level team through Buck Institute sustained Support Visits

3.3.2 Provide training and onsite instructional technology support for each department in the use of provided technology

3.3.2.A Hire Instructional Media Assistant

3.3.2.B Provide department specific training for instructional technology resources (Pearson Realize)

3.3.2.C Provide teachers with in classroom support for all their instructional technology. (SmartBoards, iPads, Document Cameras, etc.)

3.4.1 Provide interventions for targeted students showing an academic need using multiple measures (grades, interim assessments, semester PBL achievement)

3.4.1.A Utilization of writing coach at each grade level

3.4.1.B 100% of all students will receive a one-on one midterm conversation with grade-level team to help student identify strengths and needed growth areas for success.

3.4.1.C Provide free summer workshop to all students in the areas of: Mathematics, writing, SAT/ACT prep, navigating college applications and essays, Film Creation, freshman boot camp.

3.4.1.D Investigate and implement UC approved curriculum and programs IPoly could deliver during summer to meet the academic needs of targeted students

CHAPTER V:
School-Wide Action Plan

SUBJECT: School Goal #1

Develop systems of communication to engage stakeholders in the success of students.

LCAP: GOAL #1: Engagement
All students in Educational Programs will have access to a comprehensive plan of innovative systems that: • 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

Expected Annual Measurable Outcomes:
    • Specialized High Schools (IPOLY and LACHSA) and CCS suspension rate is less than 5%
    • Specialized High Schools and CCS will maintain a suspension rate lower than 5% Attendance rates for the schools this past school year are as follows:
 Specialized High Schools – 94%
    • Target for all schools is to increase attendance rate by 1% or more from baseline

LACOE Strategic Plan: Scorecard 1 Customer Service and Satisfaction: Communication and Collaboration
LCFF Priority: Priority 5 Pupil Engagement, Priority 6 School Climate (Pupil Outcomes 6A and 5D)
Data Used to Form this Goal: **Parent Surveys:** • Teachers communicate with me about my child's progress and areas of improvement: Disagree and Strongly Disagree: 2015 = 54%, 2016 = 49%, 2017 = 46% • Out of four options which of the following improvements would you MOST like your school to make: Communication with Parents: 2015 = 68%, 2016 = 58%, 2017 = 51% • More than 75% of parents feel that they would like more information and parent trainings on "Understanding the College-Going Path" • PTSA finds it difficult to have a response from parents who are not in the immediate areas **Teacher Surveys:**

- Teachers are using a variety of online solutions to communicate with students, present in class and post calendars and homework responsibilities
- Teachers have found that sometimes they are not aware when student is on the Watch List and what intervention services the student is involved in.

Recruitment Assessment Data:

- Process was not known by all staff nor did most staff feel like they had input into overall process of student selection
- Process for recruitment and assessments needs to be analyzed and solidified.
- Entrance Assessments need to be aligned to the format of NGSS and Common Core

How The School Will Evaluate the Progress Of This Goal:

- 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

Curriculum and Instruction

1.1.1 Strengthen the collaboration between grade-level teams and PE/Foreign Language teams to better meet the needs of all students.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Integrate projects across all curricular areas (including PE/FL) • Provide teacher prep time to collaborate with grade level teams to design components that are interdisciplinary across PE and foreign language • Develop lesson plans that integrate and support grade level semester projects	Teacher teams PE/FL content teams	Pull out days Friday PD -Summer Work days	Project designs	Ongoing, Friday PD beginning May 2018 - Summer 2019	Log of hours per month with collaboration in 9th and 10th grade level team
Develop a uniform syllabus, complete 1st and 2nd semester • Science: Plan and design curriculum course outlines to meet NGSS standards (grades 9-12) • HSS: Develop standard based scope and sequence for Historical and Social Sciences Analysis Skills grades 9 – 12 • English: Design curriculum and	Teachers in core level classes Writing Coach	Pull Out days	Syllabi for every course identifying alignment to appropriate standards (NGSS - Science, CCSS ELA – English and Social Science, CCSS Math - math, CCSS College and Career – Foreign Language and CTE, CCSS	Beginning May 2018 Summer 2019	• Syllabi for each course • Scope and Sequence for grade level

			Literacy, PE and Social Science)		
provide strategies and support services for students to master the three CCSS writing types: informational, argumentative and narrative. • Math: Redesign grade level standards to best meet the needs of each cohort of students to prepare them for CAASPP					

1.1.2 Formalize a transparent Student Planning Team outcome process and intervention process for all instructional staff in order to best meet the student's instructional needs.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Coordinate initial plan with SpEd, counselor, academic monitor and admins – create a clear matrix of intervention (Parent Conference, SPT, 504, SpEd Referral)	Admin Counselor Academic Monitor SpEd Team	MTSS PD for all staff	Matrix developed for intervention	Beginning May 2018	Initial Plan Template
Coordinated training and implementation of new Intervention Matrix	All staff Members	Friday Staff meetings	All teachers understand the intervention matrix	Fall 2019	Sign in sheets Agendas

Utilization of Data and Schoolwide Accountability:

1.2.1 Utilize the various data systems to analyze student achievement. (Naviance Alumni Tracker, Aeries, CAASPP platform, ELPAC)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Analyze summative and formative data from new text book implementation (Math & E/LA)	English and Math Teachers Admin	Pearson Trainings	Results of Diagnostic Pearson Testing	Begin Fall 2018	Logs of results Changed lesson planning
Train all teachers in the CAASPP system and reporting	Admin District Staff Teachers	Trainings for parents and teachers	Access logs show 100% of teachers have logged in and administered assessments	Math and ELA Spring 2018, all teachers Fall 2018	Data Analytics
Support EL Coordinator with training on new ELPAC and site implementation	Admin District Staff EL Coordinator	Quarterly Training	EL Coordinator has kept IPoly in 100% compliance with EL	Each semester EL Coordinator attends at least one training	Sign In sheets

1.2.2 All staff fully utilizing website functionality to communicate effectively to all stakeholders.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Creation of new website and teacher accessibility – grade level creation of website for project collaboration	Outreach Coordinator Admin Teacher Outside Consultant	Ongoing training for new website – one task at a time	100% of staff have logged in and created their own classroom website	Fall 2018	New website Sign In sheets
Website training and coordination of outreach to all stakeholders	Admin Outreach Coordinator Instructional Media Assistant Teachers	Bi-annual trainings for parents Monthly training (last Friday of the month) for teachers and staff	Two trainings per year for parents are held/ Combined with Naviance Training	Fall 2018	New website Sign In sheets

Professional Growth:

1.3.1 Provide professional development to teachers so they understand how to utilize the various data systems available (Aeries, Naviance, Pearson Realize)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Develop schoolwide use of Naviance • Training classroom staff • Training Office staff • Training students • Training parents	Admin Instructional Media Specialist Dean Counselor	Training videos Friday Trainings	Logs of use – Goals: 2017- 2018 • 100% seniors • 75% juniors 2018 – 2019 • 100% all students • 50% all staff	Begin Fall 2017: seniors Spring 2018: Staff Fall 2018: Parents	Sign-In sheets Use of Naviance by teachers Use of Naviance by parents and students
Develop schoolwide use of Aeries for data management • Training classroom staff • Training Office staff • Training parents • Teacher monthly grade emails	Admin Instructional Media Specialist Dean Counselor Contract Consultant	Friday Trainings Fall Parent Orientation Semiannual parent trainings in English and Spanish	2018-2019 • 100% parent portal use • 100% student accounts	Begin Fall 2017	Weekly grade input from teachers Log of parent use Log of student use

Supportive School Climate:

1.4.1 Redesign website so that all staff have functional capability to create and update their department pages to fully communicate with all stakeholders

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	Evidence
• Provide new website that includes additional sources to communicate with parents (New website tools) • Take steps to increase participation at PTSA meetings	Admin Contract Consultant Inst Media Specialist Outreach Coordinator	Delivered during grade-level teams and PE/FL prep block Edline Trainings	Trainings Before and after surveys	Beginning Spring 2018	Website launch
Provide weekly communication to parents through website to update school business in the form of letters, constant contact, newsletters, announcements, etc.	Admin Office Staff Instructional Media Assistant	Trainings for staff and teachers	Surveys with parents and students for effectiveness	August 2018	Website log on weekly bulletin Constant Contact log
Weekly/monthly academic grade level announcements, updates, celebrations to parents through website	Grade level Teams	Trainings for grade-level teams on updating teacher and grade-level websites	Surveys of parent and students	Beginning Fall 2018	Grade-level website announcements

1.4.2 Continue to partner with all stakeholders (students, parents in communicating all aspects of their students' secondary path to ensure their child's success in postsecondary goals.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Implement Assemblies: Rachel's Challenge, CVS One Choice (to promote positive school culture and community)	Admin	Professional Outside Resources	Survey to students and parents	2017-2018 = 3 assemblies 2018-2019 = 4 assemblies	School Calendar of events scheduled
• Provide monthly parent workshops – college admissions (English and Spanish) • Provide parent information sessions that target trends, parenting, college and student success	Dean	Naviance Spanish translators/staff Guest speakers College Admission counselors, Naviance Trainings, Community Resources (CBO)	2017-2018 = 20% Naviance Use 2017-2018 = 50% Parent Naviance Use 2018 – 2019 = 75% Parent Naviance Use	2016-2017 – 2 2017 – 2018 – 4 (add Spanish) 2017 – 2018 = 4 English and 4 Spanish Ongoing	Sign-In sheets Flyers Constant Contact notices Use of Naviance by parents

SUBJECT: SCHOOL GOAL #2:

All students will be college and career ready.

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
Expected Annual Measurable Outcomes: Among 11th graders who submitted EAP scores, 52% were deemed college ready in ELA, and 30% were deemed college ready in Math • 11th Graders EAP submission scores as being college ready will increase to 55% for ELA and 33% for Math Specialized High schools had 90% of students deemed college ready in ELA and 52% of students deemed college ready in Math based on CAASPP scores of Standard Met and Standard Exceeded • Specialized High schools will increase 2% from the baseline, in meeting and exceeding the standard, on both CAASPP ELA and Math
LACOE Strategic Plan: Scorecard 2 Improved Student Outcomes: High Quality Engaging Instruction
LCFF Priority: Priority 4 Pupil Achievement (Pupil Outcomes 4B and 4D)
LEA Goal One: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts and Math on the CAASPP.
Data Used to Form this Goal: • In 2017, 50 % of students were proficient in mathematics, a drop of 13% from 2016. Even though we had a lower percentage proficient, the fact that a high percentage of our students take a college course during their high school enrollment deems them college ready. • Based on the College and Career Indicators, 100% of our students who graduated in 2017 were College and Career Ready. • In the last three years, 99% - 100% of our students have graduated with a diploma and 95% - 98% have matriculated to postsecondary education. • The percentage of students taking Dual Enrolment classes has moved from 45% five years ago to 88% this year.

How the school will Evaluate the Progress of this Goal:
- 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

Curriculum and Instruction:

2.1.1 Increase in the percentage of students moving from one band of proficiency to the next band of proficiency in the CAASPP for ELA/MATH.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
English and Math teams will analyze results from CAASPP and align lesson planning to meet the areas of weakness for each grade level.	Admin English Team Math Team	CAASPP training Data analysis training Staff Meetings to review data	CAASPP results and IAB results from 9th, 10th and 11th	Beginning 2017-2018	Sign-In sheets Data Analysis
Math scores on CAASPP will increase 5% meeting and exceeding proficiency each year.	Admin Math Team District Staff	• EQUIP Training • Pull Out for Math Team	CAASPP: 2018 = 60% 2019 = 70% 2020 = 80%	Beginning 2017 - 2018	CAASPP Scores Sign-In Sheets Scope and Sequence

2.1.2 Standard-Based Instructional Planning - aligning learning and student objectives to Common Core State Standards and Next Generation Science Standards to ensure that a higher level of learning (Depth of Knowledge) is attained.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
• Develop grade level scope and sequence at each grade level for the following: • Presentation Skills • Technology • Study Skills • Cooperative learning groups • IPoly 6 C's	Teacher teams Dean Counselor Admin	Time in grade level and department teams	Student Survey Semester PBL	December 2017	Content team meetings Scope and Sequence Monthly School Video
Continue to refine course curriculum, including electives, so they are rigorous and prepare students to be college and career ready.	Teacher Admin Dean Counselor	• NGSS Trainings for all staff • Intensive PBL Training • ACTFL Conference	Master Schedule Shows diversity and consistency of electives	Spring 2018	Course Curriculum College Admission Data

2.1.3 Increase in the percentage of students matriculating to 4-year college/university by 10% each year, maintain above state standards in SAT/ACT and EAP.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Implement additional support services for students. • Implement Dual enrollment program with Mt. SAC (on IPoly campus) • Implement free ACT prep program for all 11th grade students (50 students)	Admin Dean	Training meetings with Admin and Mt Sac	Dual Enrollment with Mt Sac = 3 classes/semester ACT Boot Camp - 50 students and 75% of scores increase	Beginning August 2017	MOU with Mt Sac MOU with Test Prep Company
Coordinate available College and Career Fair	Admin Dean of College Admissions	Identify 2 main college and career fairs and coordinate attendance	100% of seniors attend fairs Increase Naviance use	Beginning 2017-2018	Agendas at Fairs Student Lists of attendance Naviance

2.1.4 Students will show mastery of California College and Career Readiness standards and PBL projects and curriculum will have well-defined criteria, rubric and assessment

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Integrate Conflict resolution curriculum and/or skills • Determine grade appropriate skill set • Integrate skill set with curriculum and projects • Develop teacher trainer model for new staff • Create peer review panel to support student groups identified	Admin Grade level teams Counselor Dean	PBL training to insert into semester projects PBL training on rubric assessment Committee formed to develop a "Welcome to IPoly" professional resources	All 8 semester PBLs will have conflict resolution skills articulated	Fall 2019	Semester PBL
Consensus on proficiency/grading & Weighting for project grades at different grade levels • Review 5-year data (grades) • Research and discuss criteria for grade distribution • Re-evaluate and determine best practices for project grade weight in overall grade • Develop guidelines and procedures	Teachers Admin	Create a system to track PBL semester grades Training on EQUIP, best practices Staff PLC in grade level and department teams	Grading shows consistent weighting and tracking across grade levels.	Beginning Fall 2018	Data Analysis Guidelines and Procedures

Utilization of Data and Schoolwide Accountability:

2.2.1 Develop a system of tracking current student concurrent college enrollment and postsecondary opportunities

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Create a system in Aeries that is available to all staff to identify and track current student demographics	Admin Counselor Dean	Aeries Consultant training Staff Training	System implemented in Aeries so all staff can see students concurrently enrolled	Begin Fall 2017	Aeries Reports Aeries Demographic Screen
Evaluate Math program, concurrent college options, and IPoly course curriculum to ensure students are prepared for postsecondary opportunities.	Admin Dean of College CBOs	Annual College Counselor Meetings (UC, CSU, Private)	Annual Concurrent options Surveys from Alumni	Beginning Fall 2018	Master Schedule College Admission

2.2.2 Decentralize student scheduling to better meet the needs of students

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
• Reorganize class scheduling so students have a personalized learning plan for all four years. • Develop 4 year plan	Counselor Admin Technology Coordinator	Counselor Training	100% of students use 4-year plan	Beginning Fall 2018	4 Year-Plans

Professional Growth:

2.3.1 Continue to provide dedicated time on daily and weekly basis to grade level teams.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Provide pull out days to each department to better align curriculum across all grade spans	Admin Department Teams	Sub Coverage	Scope and Sequence	Beginning Fall 2017	Calendar showing days Scope and Sequence for each department

2.3.2 Develop relationships with Community Based Organizations to further allow our students opportunities to support them in their postsecondary endeavors.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Increase collaboration with CalPoly Pomona • Improve structure and opportunities for Young Scholar Program • Develop MOUs for Work program tutoring, student teaching, student teaching fieldwork • Investigate additional ways to collaborate with department deans • Coordinate services and class enrollment with Department Deans	Admin Dean Counselor	Establish Meetings with CalPoly departments to discuss procedures: President, Registrar, Admissions, Department Deans	New procedures in place	Spring 2018	Calendar showing meetings Procedures of Young Scholar Program Forms and Procedures on Website
Increase collaboration with Mt Sac Community College Dual Enrollment on IPoly campus MOU Develop Connect 4 procedures so IPoly students can seamlessly enroll after graduation.	Admin Dean Counselor	Monthly meetings with Mt Sac Dean	Mt Sac Dual Enrollment MOU in place annually Connect 4 procedures enroll 100% of seniors who are considering Mt Sac	Beginning Spring 2017 First year 2017 - 2018	MOU Calendared Meetings

Investigate other CBO's that IPoly could partner with to increase internship opportunities for our students.	Admin	Meet with surrounding districts to investigate partnerships and established internship programs	Four CBO partnerships established by 2020 – 2021 school year	Beginning Spring 2019	Calendared Meetings

Supportive School Climate:

2.4.1 Embed 6Cs into the Culture and Curriculum

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
Create a monthly video to display on all school TVs and new website	Admin Instructional Media Assistant	New website training	Monthly website Semester projects show the 6Cs implicitly embedded	Beginning Fall 2017	Monthly Video Displayed on Website by 2018 - 2019
Grade level teams identify and highlight 6Cs in semester PBL	Grade Level Teams	PBL Training	Semester projects show the 6Cs implicitly embedded Student Surveys show at least 80% of students can identify 6Cs by 2020 - 2021	Beginning Fall 2018	Semester Projects Student Surveys

SUBJECT: School Goal #3:

Develop a system of assessments to guide instructional learning.

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
Expected Annual Measurable Outcomes: Among 11th graders who submitted EAP scores, 52% were deemed college ready in ELA, and 30% were deemed college ready in Math • 11th Graders EAP submission scores as being college ready will increase to 55% for ELA and 33% for Math Specialized High schools had 90% of students deemed college ready in ELA and 52% of students deemed college ready in Math based on CAASPP scores of Standard Met and Standard Exceeded • Specialized High schools will increase 2% from the baseline, in meeting and exceeding the standard, on both CAASPP ELA and Math
LACOE Strategic Plan: Scorecard 2 Improved Student Outcomes: High Quality Engaging Instruction
LCFF Priority: Priority 4 Pupil Achievement (Pupil Outcomes 4B and 4D)
LEA Goal One: Students will reach common core state standards, at a minimum, attaining Standard Met and/or Standard Exceeded in the area of English/Language Arts and Math on the CAASPP.
Data Used to Form this Goal: • IPoly does not have any aggregate data on the passing rates of IPoly grade-level semester projects. • IPoly does not administer any consistent assessment across the entire department • IPoly has an informal process, amongst grade-level teams, that track and address student academic concerns.
How the school will Evaluate the Progress of this Goal: • 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.

Curriculum and Instruction:

3.1.1 Analyze all grade-level project based learning projects to ensure they continue to measure interdisciplinary semester learning.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Review and update project packets to ensure rigor, connection to grade level content standards and interdisciplinary	Grade Level Teams (including FL and PE)	Summer Work Days Friday PD	Student surveys Staff surveys Alignment to Buck Institute rigor	August 2017, annually	Project Packets
Conduct visits to other schools that use PBL across the curriculum.	Grade Level Teams Admin	Sub Days	Completion of visits	Two teams a semester beginning Fall 2018	Calendar Walkthrough Review Sheets

3.1.2 Establish baseline growth areas (interim assessments) to measure future achievement in ELA and Mathematics; NGSS soon to follow

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Identify CAASPP interim assessment blocks for all grade levels in ELA and math	Math and English Teams respectively	Pull out days for each team CAASPP Training	Interim Assessment blocks are chosen for each discipline and grade level	Beginning Fall 2017	Listing of assessments Analysis of grade-level curriculum

Implement IAB in all grade levels and analyze results to help inform instruction.	Admin Math and ELA teams	IAB Training Assessment Result training	Full implementation of two assessments per year per grade level	Beginning Spring 2018	

3.1.3 Align recruitment entrance assessments to Common Core and NGSS assessments to better provide a platform to identify those students who are a good match for IPoly.

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Align both math and English entrance assessments to CCSS and NGSS style of content assessment	Admin Teacher Teams	Training on Assessment Types Analysis of enrollment data Pull Out	Completed assessments	Beginning Fall 2017, ongoing	New assessments Standard alignment matrix
Redefine recruitment process and ensure transparency with all criteria to identify students who are a good match for IPoly	Outreach Coordinator Admin All staff and faculty	PD days	Completed process for March 2018	Beginning Fall 2017 for Entrance in Fall 2018	Entrance Checklist and new assessment group

Utilization of Data and Schoolwide Accountability:

3.2.1 Develop a system to track semester PBL achievement for each student

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Create a group of across grade teachers to brainstorm possible organization and development	Admin Teachers	PD Fridays	Three sessions held to discuss opportunities	Beginning Fall 2018	Sign in Agendas minutes
Develop tracking system and create transparent weighting in gradebooks	Admin Teachers	PD Fridays	System developed and implemented	Beginning Spring 2019	Gradebooks

Professional Growth:

3.3.1 Provide Research Based Professional Development to refine semester interdisciplinary projects

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Provide research based project based training based on Buck Institute to all teaching staff.	Admin SpEd staff Teachers	Provide ongoing professional coaching (PBL 101)	100% of teachers have completed PBL 101	June 2018, Ongoing for new staff	Agendas PBL Binders
Provide Coaching for each grade level team through Buck Institute sustained Support Visits	Teachers Contracted PD	Contracted PD Grade-Level Team support throughout year	100% of teachers involved in coaching workshops	Beginning October 2018	Sign In Agendas Revised semester PBL

3.3.2 Provide training and onsite instructional technology support for each department in the use of provided technology

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Hire Instructional Media Assistant	Admin	Budget	Position established and filled	August 2017	Electronic Personnel Request (EPR)
Provide department specific training for Pearson Realize	Contract Consultant	Department Team Training Friday PD	100% of teachers using online resources	Beginning August 2018	Sign-In sheets Agendas

| Provide teachers with in classroom support for all their instructional technology. (SmartBoards, iPads, Document Cameras, etc.) | Instructional Media Specialist | Friday PD | 2017 – 100% of teachers using 1 of 4 provided classroom technologies
2018 – 100% of teachers using 2 of 4 provided technologies
2019-2020 – 100% of teachers using 4 of 4 provided technologies | | Inst Media Calendar |

Supportive School Climate:

3.4.1 Provide interventions for targeted students showing an academic need using multiple measures (grades, interim assessments, semester PBL achievement)

TASKS	RESPONSIBLE PERSONS INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	EVIDENCE
Utilization of writing coach at each grade level	Writing Coach and ELA teachers	General Budget	Individual Writing conferences with students show improvement	2017-2018 one week a month each grade level	Writing Coach Calendar, Writing Coach log

100% of all students will receive a one-on one midterm conversation with grade-level team to help student identify strengths and needed growth areas for success.	Admin Teachers	Altered Grade Level schedule	Student Surveys indicating 90% found the conversations helpful to know what they need to work on to improve.	2017 – 2018 9th, 10th 2018 – 2019 11th, 12th Ongoing	Grade Level should have cohesive process for every student across houses
Provide summer free workshop to all students in the areas of: Mathematics, writing, SAT prep, navigating college applications and essays, Film creation, freshman boot camp.	Admin Teachers	General Budget to pay teachers		Ongoing based on need of targeted students	
Investigate and implement UC approved curriculum and programs IPoly could deliver during summer to meet the academic needs of targeted students					

Describe the school's follow-up process

With the synergy between our Shared Decision Making Council and the staff as a whole and the weekly staff meetings and professional developments, we have a strong structure for following up on our goals and action plans.

Our weekly organization of meetings will remain the same and provide for the structure necessary to tackle each action area. IPoly weekly structure:

1. Grade Level Team co-plan times daily, two times a week for staffing students
2. Friday Student Release at 12:36 pm and staff meeting from 1:30 – 3:00 pm
    a. Week 1: Shared Decision Making Team: all staff are invited
    b. Week 2: Department Meetings
    c. Week 3: Data Analysis
    d. Week 4: Professional Development

We will continue to review the WASC Action Plan on a quarterly basis within whole staff meetings and make sure we have our School Site Plan aligned on an annual basis. Annual review of our Action Plan is implicit as we need to revise our School Plan each year. As we experienced with the advent of the Common Core, changes at the state and federal levels, as well as budget concerns, can impact our action plans. We remain humble and responsive while maintaining our focus on our Mission, Vision and 6Cs in creating the optimum holistic program for students, present and future of International Polytechnic High School.