



FREDERICK DOUGLASS ACADEMY CHARTER HIGH SCHOOL

ISSUED MAY 2008

SCHOOL ACCOUNTABILITY REPORT CARD School Year 2006-2007

This document is available on the Internet at <http://www.icefla.org>.

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. Information about SARC requirements is available on the California Department of Education website at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school director or the district office. *Dataquest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the county and the state.

I. ABOUT THIS SCHOOL

2007-2008 Contact Information

School Information		District Information	
School Name	Frederick Douglass Academy Charter High School	District Name	ICEF Public Schools
Street	5753 Rodeo Road	Street	5150 W. Goldleaf Circle, Suite 401
City, State, Zip	Los Angeles, CA 90016	City, State, Zip	Los Angeles, CA 90056
Phone Number	323-290-6990	Phone Number	323-290-6900
FAX Number	- - -	FAX Number	323-293-9092
Director	Greg Hill	CEO and Head of Schools	Michael Piscal
Email Address	ghill@fdouglass.org	Email Address	mpiscal@icefla.org
Website	http://www.fdouglass.org/	Website	http://www.icefla.org
CDS Code	19-64733-0112557	SARC Contact	LTownsend@icefla.org
District Administration			
CEO and Head of Schools	Michael Piscal	Chief Development Officer	John Piscal
Chief Operating Officer	Kenneth Zeff	Senior Vice President, Human Resources	Nicole Scott
Chief Academic Officer	Robert Schwartz	Senior Vice President	Carol Ramsey
Senior Vice President	Corri Tate Ravare		

School Description and Mission Statement

This section provides information about the school's goals and programs.

ICEF Public Schools Education Corridor

The Inner City Education Foundation (ICEF) is a Charter Management Organization, operating in South Los Angeles, to provide students from under-performing public schools with excellent academic options in their own community. Founded in 1994, ICEF currently operates nine schools with capacity to serve more than 1,900 students. ICEF is developing a system of schools, all located within a defined geographic corridor, that passes well-prepared students from one high performing charter school to another and prepares students to compete academically at the best colleges and universities in the country. The total corridor build-out, scheduled for completion by 2017, will include 35 schools serving 9,000.

Conscious of the relationship between education and the economic prospects of the neighborhood, our educational re-development plan will reduce the number of high school dropouts and increase the college entrance rate. Our hope is to return well-educated and highly productive adults to the community.

The strategy requires that ICEF develop a system of schools, all located within a defined geographic corridor, that passes well-prepared students from one high performing charter school to another and prepares students to compete academically at the best colleges and universities in the country.

Were South Los Angeles an autonomous school district, it would be the fifth largest district in California. This 45-square mile community is home to more than 582,000 residents, including 83,000 K-12 students. Currently, the entire area produces approximately 300 college graduates a year – less than 7 percent of all freshmen who enter high school.

In 2004, the ICEF Board of Trustees embarked on an ambitious plan to build an Education Corridor from the Crenshaw District to the University of Southern California (USC). ICEF's Education Corridor will create a path to the top 100 colleges and universities.

ICEF's 35 high performing schools will put pressure on the Los Angeles Unified School District (LAUSD) to radically reform their four failing high schools to increase the number of college graduates they produce. Within 10 years, ICEF schools will produce 1,375 college graduates a year.

ICEF Schools Multi-Year, Multi-Site Academic Plan
September 2007

Academic Goals

All Inner City Education Foundation (ICEF) schools will pursue the same core mission: to prepare its students to attend and compete at the top colleges and universities in the nation. Each new school is modeled on the best practices derived from the experience of other successful clusters of ICEF schools.

All ICEF schools will be located within a defined geographic area we call the ICEF Education Corridor in South Los Angeles. By feeding students from one high performing school to the next, it is our expectation that ICEF will be able to create a culture of high expectations that focuses all students and teachers on maximizing academic achievement.

Academic Leadership

In our schools, the principal functions almost exclusively as the instructional leader on campus. It is not a role to be eclipsed by administrative duties. ICEF provides a capable management staff and dean system to create a balance on campus in favor of the principal's focus on training students and creating culture. This focus leads to the success of the students under that principal's guidance. The principal's responsibilities include teacher support and training, student academic counseling and programming, master schedule creation, and culture building.

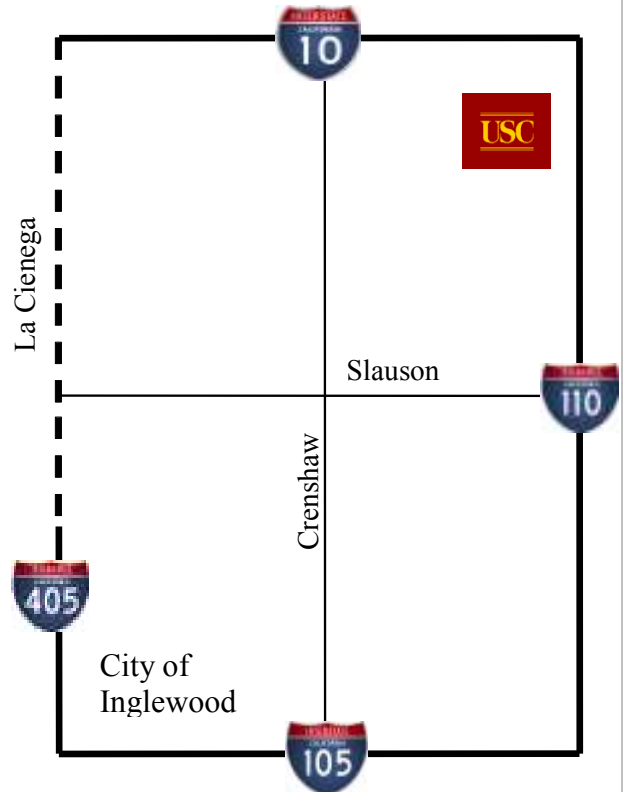
To implement this program requires dedicated staff for which the success of the principals is tied directly to his or her job performance assessment. ICEF has therefore created the role of Chief Academic Officer (CAO). The primary responsibility of the CAO is the training and development of the principals and teacher leaders in the understanding of the essential elements of an ICEF Educational Program as well as the day-to-day operations of the school.

Currently in the role of CAO is Robert Schwartz, the founding principal of View Park Prep High School. He earned a Masters in Education from USC and is starting on his doctorate in the fall.

Success will be defined as reaching agreed-to goals of training and performance. Measures of individual school success will include API scores, stakeholder (teacher, parent and student) satisfaction, student retention and 360 reviews. Overall success will be monitored through charter renewal and WASC Accreditation processes. The Chief Academic Officer is assigned oversight responsibility for these processes.

Key responsibilities of the Chief Academic Officer include:

- Develop and implement educational model for ICEF
- Guide education team's key initiatives, specifically Teacher Development and Principal Training
- Work with principals to codify and continually enhance ICEF's Academic Model based on internal and external best practices related to Curriculum, Special Education, ICEF Code of Conduct and teacher Professional Development
- Work with principals to set, measure and attain student achievement targets
- Work with principals to manage teacher intervention process
- Assist new principals in applying ICEF's Academic Model to new schools
- Provide coaching / mentoring to principals; provide guidance / solutions for principals most pressing issues and concerns
- Facilitate collaboration for internal network of teachers and principals
- Ensure access to external best practices for teachers and principals (e.g. conferences, outside mentors)
- Develop efficient processes for educational operations including testing, reporting, compliance, and use of data
- Participate in recruiting and selection of educational staff



Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person (2007-2008): Ms. Debra Price, Accelerated Coordinator Director for ICEF Public Schools

Phone: 323-290-6900

Email: dprice@icefla.org

Expectations and goals are set and communicated to parents continuously: during orientation, annual parent and teacher meetings, regular School as a Whole (SAW) meetings, quarterly student progress reports, quarterly student report cards, an annual Back to School Night, the School's website (updated with relevant school news and information on an ongoing basis), annual student-led conferences and by the second year, PowerSchool posting of student grades, attendance and teacher comments for parents' information.

ICEF Public Schools involves parents in student academic achievement. Parents of ICEF students are required to volunteer for 40 hours per school year and are explicitly motivated to participate in the Accelerated process. In addition, parents are directly involved in non-academic programming through cadres (committees) responsible for discipline, safety, curriculum, college preparation and fundraising. The cadres allow all stakeholders – administrators, teachers, parents and students – to participate in a school-wide, decision-making process that is sensitive to the needs and desires of families in that ICEF school. The work of the cadres is presented to all school constituents, regularly, about once a month, at the School-As-A-Whole (SAW) meetings. A full-time Accelerated Coordinator, who promotes family involvement in school, organizes cadre and SAW meetings.

Student Enrollment by Grade Level, 2006-2007

This table displays the number of students enrolled in each grade level at the school as reported by the 10/06 California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	70
Grade 10	0
Grade 11	0
Grade 12	0
Total	70

Student Enrollment by Group, 2006-2007

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	100.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Pacific Islander	0.0%
White (Not Hispanic)	0.0%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	48.0%
English Learners	0.0%
Students with Disabilities	5.0%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.3	4	2	
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24.7		7	
Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.0	1	3	
Social Science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23.0	3	2	

II. SCHOOL CLIMATE

School Safety Plan

This section provides information about the school's comprehensive safety plan.

ICEF Public Schools is currently developing a standard comprehensive safety plan to be used at all ICEF Public Schools sites. Prior to January 2008, each individual school site was responsible for creating site specific safety plans. It is now the responsibility of the ICEF Facilities Department to form a Safety Committee to assist in the development of one standard safety plan to be used at all sites but which will contain site specific information, i.e., local school contacts, specific emergency procedures, specific evacuation plans, etc. The safety plan is currently in draft form and the Safety Committee will review, recommend, and approve the final plan. Our goal is to have the plan finalized by May 2008.

One provision of the safety plan is to have a three-day emergency supply kit for each student. We are in the process of placing the order for enough kits to have one per student.

Suspensions and Expulsions

This table displays the number and rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at school and district levels for the most recent three-year period.

	Frederick Douglass Academy High School			ICEF Public Schools (K-12)		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Number of Suspensions	n/a	n/a	43	106	155	314
Rate of Suspensions	n/a	n/a	0.61	0.15	0.17	0.27
Number of Expulsions	n/a	n/a	4	4	0	8
Rate of Expulsions	n/a	n/a	0.06	0.01	0.00	0.01

III. SCHOOL FACILITIES

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Frederick Douglass Academy High School is currently housed in a leased church facility. The campus is located at La Cienega and Rodeo Blvd. in the Ba'Hai Faith Center built in 1962. The Frederick Douglass Academy High School has 8 classrooms and an auditorium with a stage. There is also an outdoor play area.

Maintenance and Repair: Frederick Douglass Academy High School maintenance and repairs include recent painting of classrooms where needed, replacement of lighting ballasts, and the roof was recently upgraded.

Cleaning Process and Schedule: Maintenance staff ensures that repairs are done in a timely manner to keep the school in good repair and in working order. Frederick Douglass Academy High School has one full time day porter and a nightly cleaning crew.

A newly constructed campus for Frederick Douglass Academy Middle School and High School will be built by September 2008 at 3200 Adams Blvd.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection: 1/23/08

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems		✓		Calibrate thermostats.
Windows/Doors/Gates (interior & exterior)			✓	Repair four doors and one window.
Interior Surfaces (walls, floors, & ceilings)			✓	In need of painting.
Hazardous Materials (interior & exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior & exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside & outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds		✓		Build up sidewalk due to ponding.
Roofs	✓			
Overall Cleanliness		✓		Janitorial needs improvement.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

IV. TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education website at <http://dq.cde.ca.gov/dataquest/>.

Teachers	Frederick Douglass Academy High School			ICEF Public Schools
	2004-05	2005-06	2006-07	2006-07
With Full Credential	n/a	n/a	2	31
Without Full Credential	n/a	n/a	2	30
Teaching Outside Subject Area of Competence	n/a	n/a	1	6

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments	n/a	1	0
Vacant Teacher Positions	n/a	0	0

Core Academic Courses Taught by "No Child Left Behind" Compliant Teachers

This table displays the percent of classes in core academic subjects taught by "No Child Left Behind" (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Frederick Douglass Academy High	45.5	54.5
All Schools in LAUSD	77.4	22.6
High-Poverty Schools in LAUSD	77.6	22.4
Low-Poverty Schools in LAUSD	77.7	22.3

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The use of teacher and administrator professional growth plans allows immediate supervisors to monitor and assess the progress of individuals on the school sites. People set their own goals in conjunction with their supervisors in three categories - knowledge and skills, service to the community, and student growth and achievement. Knowledge and skills goals center on taking classes, attending conferences and workshops, and working towards advanced degrees. Service to the community goals may include taking on leadership responsibilities, fulfilling adjunct duties, and creating partnerships with community organizations and the school. Student growth and achievement goals combine individual classroom and school-wide goals. The last set of goals must be measurable either through existing data or school-wide created assessments. All goals in the professional growth plans will be aligned to the California Standards for the Teaching Profession. Growth plans will include goals, action plans, and measures for assessment.

Goals are set with the immediate supervisor during August professional development. Goals are monitored through 5 sets of observations – three peer and two supervisor from September through March. In January, teachers meet with immediate supervisors to monitor progress towards goals, refining where necessary. The first official evaluation occurs during the first week of April. A second evaluation occurs after CST scores are released and, if used, to create the ensuing year's goals and action plans – creating a cyclical process.

V. SUPPORT STAFF

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	FTE	Title	FTE
Academic Counselor	0	Resource Specialist (non-teaching)	1
Nurse	1	Inclusion Specialist	1
Psychologist	1	Occupational Therapist	1
Speech/Language/Hearing Specialist	1		

VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials			Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials		
	K-5	6-8	9-12	K-5	6-8	9-12
Reading / Language Arts	Excellent	Excellent	Excellent	0%	0%	0%
Mathematics	Good	Good	Fair	0%	0%	10%
Science	Good	Excellent	Good	0%	0%	0%
History-Social Science	Fair	Good	Excellent	33%	10%	0%
Foreign Language	n/a	Excellent	Excellent	n/a	0%	0%

Textbooks and Instructional Materials (4/08)

This table displays information about the textbooks and other instructional materials used in ICEF Public Schools and information about the use of any supplementary curriculum or non-adopted textbooks or instructional materials.

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)
English-Language Arts State Board Adoption Cycle 2002-2008			
K-2	SRA. <i>Imagine It</i> (SRA/McGraw-Hill)	2007-08	Yes
3-5	SRA. <i>Open Court</i> (SRA/McGraw-Hill)	2004-05	Yes
6	Colum, Padraic. <i>The Children's Homer</i> Equiano, Olaudah. <i>The Kidnapped Prince</i> Evslin, Evslin, & Hoopes. <i>The Greek Gods</i> Hamilton, Virginia. <i>The House of Dies Drear</i>	Lowry, Lois. <i>The Giver</i> Short Stories (<i>The Legend of Sleepy Hollow, Bad Characters, The Gift</i>) Woodson, Jacqueline. <i>Locomotion</i> (poetry collection)	
7	Cisneros, Sandra. <i>The House on Mango Street</i> Forest, Heather. <i>Wisdom Tales</i> (excerpts) Garfield, Leon. <i>Shakespeare's Stories. A Midsummer Night's Dream</i>	Gibson, William. <i>The Miracle Worker</i> Schaefer, Jack. <i>Shane</i> Sundjata	
8	Beals, Melba. <i>Warriors Don't Cry</i> <i>King Arthur</i> Lee, Harper. <i>To Kill a Mockingbird</i>	Poetry Unit Rostand, Edmond. <i>Cyrano</i>	
9 The Journey to Adulthood	African American Poetry Unit <i>Gorilla My Love</i> (Selected stories) Hansberry, Lorraine. <i>Raisin in the Sun</i> Homer. <i>Odyssey</i>	Morrison, Toni. <i>The Bluest Eye</i> Rouse, WHD. <i>Gods, Heroes and Men of Ancient Greece (Selections)</i> Shakespeare, William. <i>Hamlet</i>	
10 Our Ethical Identity	Faulkner, William. <i>Barn Burning</i> Marquez, Gabriel Garcia. <i>Chronicle of a Death Foretold</i> Poe, Edgar, Allan. <i>The Raven and Other Writings</i> Salinger, J.D. <i>Catcher in the Rye</i>	Shakespeare, William. <i>Macbeth</i> Shakespeare, William. <i>Romeo and Juliet</i> Wilson, August. <i>Fences</i>	
11 Reality vs. Our Perception	<i>The Bedford Reader</i> (selections) <i>The Declaration of Independence</i> Fitzgerald, F. Scott. <i>The Great Gatsby</i> Hawthorne, Nathaniel. <i>Hawthorne's Stories</i> (selections)	Kesey, Ken. <i>One Flew Over the Cuckoo's Nest</i> Miller, Arthur. <i>Death of a Salesman</i> Smiley, Jane. <i>A Thousand Acres</i> Williams, Tennessee. <i>A Streetcar Named Desire</i>	
12 College Writing	Beah, Ishmael. <i>A Long Way Gone</i> <i>Bible, "The Collapse and Restoration of King David's Soul"</i> Buckley, William F. <i>"Why Don't We Complain?"</i> Chavez, Linda. <i>"Everything Isn't Racial Profiling"</i> Colson, Charles. <i>"Gay 'Marriage': Societal Suicide"</i> <i>The Declaration of Independence</i> Didion, Joan. <i>"On Keeping a Notebook"</i> Dillard, Annie. <i>"The Channeled Whelk"</i> Douglass, Frederick. <i>The Narrative of the Life of Frederick Douglass, an American Slave</i> Fraiser, Laura. <i>"Why I Stopped Being a Vegetarian"</i> Francke, Linda Bird. <i>"The Ambivalence of Abortion"</i> Gandhi, Mohandas K. <i>"On Nonviolent Resistance"</i> Hamilton, Edith. <i>"Oedipus, A Summary"</i> Hammer, Joshua. <i>Newsweek, "Shunned at Berkley"</i> Haney, Seamus. <i>The Burial at Thebes: A Retelling of Sophocles' Antigone</i> Hiitt, Jack. <i>"Who Will Do Abortions Here?"</i> Khan. <i>"Close Encounters with Immigration"</i> King, Martin Luther, Jr. <i>"Letter from a Birmingham Jail"</i> Leonard, John. <i>"The Only Child"</i>	Merton, Thomas. <i>"Brothers"</i> Mosley, Walter. <i>"The Thief"</i> Murphy, Patrick. <i>New York Times, "Crime and Punishment-Juvenile Division"</i> Obama, Barrack. <i>The Audacity of Hope</i> Orwell, George. <i>"Shooting an Elephant"</i> Pascal, Blaine. <i>"Diversion"</i> Plato. <i>The Euthyphro</i> Plato. <i>The Trial and Death of Socrates</i> Pollitt, Katha. <i>"What's Wrong with Gay Marriage?"</i> Rodriguez, Richard. <i>"Your Parents Must Be Proud"</i> Shulman, Max. <i>"Love is a Fallacy"</i> Singer, Peter. <i>"A Vegetarian Philosophy"</i> Swift, Jonathan. <i>"A Modest Proposal"</i> Thomson, Judith Jarvis. <i>"Even if the Fetus is a Person"</i> Thoreau, Henry David. <i>Walden, "Where I Lived and What I Lived For"</i> Tisdale, Sallie. <i>"We Do Abortions Here."</i> Warren, Mary Anne. <i>"On the Legal and Moral Status of Abortion"</i> Williams, Joseph and Lawrence McEnerney. <i>Writing in College</i>	

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)	
History-Social Science			State Board Adoption Cycle 2006-2011	
K	Teacher-created units based on standards	-	K-5 SRA <i>Open Court</i> materials that are integrated with the California history-social science standards are in the process of being ordered.	
1	<i>I Know a Place</i> (Houghton Mifflin)	1999-00		
2	Teacher-created units based on standards	-		
3	<i>Sea to Shining Sea</i> (Houghton Mifflin)	1999-00		
4	<i>America Will Be</i> (Houghton Mifflin)	1999-00		
5	<i>Ancient World</i> (Houghton Mifflin)	1999-00		
6	<i>World History: Ancient Civilizations</i> (McDougal Littell) 2006 <i>Ancient Civilizations</i> (Prentice Hall) Hart, Davidson, and others, 2006	2007-08		Yes
7	<i>Across the Centuries</i> (Houghton Mifflin) 1991	2003-04		No
8	<i>The Americans</i>	2007-08		Yes
Government	<i>American Government</i> (Holt) Kelman, 2003	2003-04		No
AP Government	<i>Magruder's American Government</i> (Prentice Hall) McLenaghan, 2006	2006-07	Yes	
US History	<i>The Americans</i> (McDougal Littell) Danzer, Klor de Alva, Krieger, Wilson, Woloch, 2005	2005-06	Yes	
AP US History	<i>The American Pageant</i> (Houghton Mifflin) Kennedy, Cohen, Bailey, 2006	2006-07	Yes	
World History I	<i>Ancient World History</i> (McDougal Littell) Beck, Black, Krieger, Naylor, Shabaka, 2007	2007-08	Yes	
World History II	<i>Modern World History</i> (McDougal Littell) Beck, Black, Krieger, Naylor, Shabaka, 2007	2007-08	Yes	
Mathematics			State Board Adoption Cycle 2008-2013	
K-2	<i>Saxon Math</i> (Saxon Publishers)	2004-05	New K-5 editions are in the process of being ordered.	
3-5	<i>Saxon Math</i> (Saxon Publishers)	1999-00		
6	<i>Saxon Math</i> (Saxon Publishers)	2003-04	The ICEF Public Schools Math Leadership Committee is currently reviewing math textbooks for adoption for all ICEF math courses in grades 6-12.	
	<i>Mathematics, 6th Grade</i> (McDougal Littell) Larson	2003-04		
7	<i>Saxon Math – Algebra 1/2</i> (Saxon Publishers)	2003-04		
	<i>Concepts and Skills</i> (McDougal Littell) Larson	2003-04		
8 General Math Algebra Readiness	<i>Math Course 3</i> (McDougal Littell)	2003-04		
8-12 Algebra I	<i>Algebra 1</i> (McDougal Littell) Larson, Boswell, Kanold, Stiff, 2004	2004-05		
Geometry	<i>Discovering Geometry</i> (Key Curriculum Press)	2003-04		
	<i>Geometry</i> (McDougal Littell)	2003-04		
Algebra II	<i>Algebra 2</i> (McDougal Littell) Larson, Boswell, Kanold, Stiff, 2001	2003-04		
Precalculus	<i>PreCalculus with Limits</i> (Houghton Mifflin) Larson, Hostetler, Edwards, 2005	2005-06		
Calculus	<i>Calculus – Concepts and Contexts</i> (Thomson) Stewart, 2005	2005-06		
	<i>How to Prepare for the AP Calculus Exam</i> (Barrons) Hockett and Bock, 2007	2007-08		

Grade Level/ Course	Textbook/Publisher	Implementation Date	Selected From SBE Standards-Based Materials (K-8) / Consistent with SBE Curriculum Framework Content & Cycle (9-12)
Science		State Board Adoption Cycle 2007-2012	
K-5	<i>Science, CA Edition</i> (Harcourt Brace)	2000-01	K-5 SRA <i>Open Court</i> materials that are integrated with the California science standards are in the process of being ordered.
6	<i>Earth Science, CA Edition</i> (Prentice Hall)	2006-07	Yes
7	<i>Life Science, CA Edition</i> (Prentice Hall)	2006-07	Yes
8	<i>Physical Science, CA Edition</i> (Prentice Hall)	2006-07	Yes
Biology	<i>Biology</i> (Prentice Hall) Miller and Levine, 2007	2007-08	Yes
Chemistry	<i>Chemistry: Matter and Change</i> (Glencoe) Dingrando, Tallman, Hainen, and Wistrom, 2007	2007-08	Yes
AP Environmental Science	<i>Living in the Environment</i> (Thomson) Miller, 2007	2007-08	Yes
Physics	<i>Conceptual Physics</i> (Prentice Hall) Hewitt, 2006	2006-07	Yes
Foreign Language		State Board Adoption Cycle 2004-2011	
Spanish I (6-12)	<i>Paso a Paso 1</i> (Prentice Hall) Met, Sayers, Wargin, 2000	2003-04	Yes
Spanish II	<i>Paso a Paso 2</i> (Prentice Hall) Met, Sayers, Wargin, 2000	2003-04	Yes
Spanish III	<i>Paso a Paso 3</i> (Prentice Hall) Met, Sayers, Wargin, 2000	2003-04	Yes
AP Spanish Language	<i>Abriendo Paso Lectura</i> (Prentice Hall) José Díaz, 2007	2007-08	Yes
	<i>Abriendo Paso Gramática</i> (Prentice Hall) José Díaz, 2007	2007-08	Yes
	<i>AP Spanish: Preparing for the Language Examination, 3rd ed.</i> (Prentice Hall) José Díaz, 2007	2007-08	Yes

Science Laboratory Equipment

Lab equipment is available for all students in ICEF Public Schools who are enrolled in high school science courses. ICEF has a contract with Mobile Science Labs (MSL) which is a support program that delivers all the materials, supplies, and equipment needed by teachers to carry out state standards aligned science laboratory activities. Teachers arrange with the company to set up a lab and support the teacher in administering the lab at the school. Teachers have additional supplementary equipment and supplies in the classroom.

Instructional Methods and Academic Standards

ICEF Public Schools believes that all students deserve to be taught as rigorously as possible. High standards benefit the disadvantaged students most. Our mantra is, "If you teach students at the bottom 25% as though they are the bottom, they will always stay at the bottom." Much of this philosophy is based on Dr. Henry M. Levin's Accelerated Schools Model developed at Stanford University in 1986. The education model "accelerates" the learning of disadvantaged students by employing the same teaching methods and curriculum used with gifted and talented students. All curriculums in an ICEF school must be rigorous and relevant, and each school program contains five essential elements: (1) Vision, (2) Study Skills and Sustained Silent Reading, (3) Writing Across the Curriculum, (4) Socratic Discourse, and (5) Backward Mapping.

The sets of standards that form the basis for all ICEF schools' academic design are outlined in the table below. All sources from which our schools have drawn standards are identified.

Sets of Standards	Source	Subject Areas	Rationale
CA State Standards	CA Dept of Education	English, Math, History, Science, Visual Arts, PE	Required by State of California
Accelerated Teaching Model	Dr. Henry M. Levin	Mathematics, English, Lab Science, History, Language	Stresses critical thinking and skill building
Toulmin Writing Model	Dr. Stephen Toulmin	English, History, Science	Teaches rhetoric and argument

VII. SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-2006)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and salaries can be found at the California Department of Education website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
ICEF Public Schools	\$8,065	\$1,192	\$6,873	\$61,000
LAUSD	n/a	n/a	n/a	\$58,378
Percent Difference – ICEF Public Schools and LAUSD	n/a	n/a	n/a	+ 4.49%
State	n/a	n/a	\$4,943	\$60,032
Percent Difference – ICEF Public Schools and State	n/a	n/a	+ 39.05%	+ 1.61 %

Types of Services Funded (Fiscal Year 2006-2007)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general fund state funding, ICEF Public Schools receive state and federal categorical funding for special programs. For the 2006-07 school year, ICEF Public Schools received state and federal aid for the following categorical programs:

State	Federal
<ul style="list-style-type: none"> • Categorical Block Grant • Facilities Reimbursement Grant • State Lottery • In Lieu of Economic Impact Aid • Arts and PE Charter Grant • K-3 Class Size Reduction Grant 	<ul style="list-style-type: none"> • Title I - NCLB

In addition to the categorical grants for the projects listed above, ICEF annually raises an amount equivalent to about 5% of its operating budget for special projects and to pilot new programs. Current projects include:

- Performing and visual arts instruction and productions
- The Principal Training Academy
- ICEF Scholars: Support for Student Study Away and Abroad; and
- Acquisition and refurbishment of facilities for the establishment of new school sites.

Teacher and Administrative Salaries (Fiscal Year 2005-2006)

This table displays District-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the California Department of Education website at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	ICEF Public Schools	LAUSD Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$38,000	\$37,536	\$38,937
Mid-Range Teacher Salary	\$61,000	\$59,956	\$61,080
Highest Teacher Salary	\$70,000	\$74,440	\$76,443
Average Principal Salary (Elementary)	\$95,000	\$98,514	\$99,694
Average Principal Salary (Middle)	\$105,000	\$109,898	\$103,687
Average Principal Salary (High)	\$115,000	\$123,570	\$112,983
Superintendent Salary	n/a	\$256,250	\$195,054
Percentage of Budget for Teacher Salaries	44.5%	37.7%	40.1%
Percentage of Budget for Administrative Salaries	4.1%	5.3%	5.4%

VIII. STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the California Department of Education website at <http://star.cde.ca.gov>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

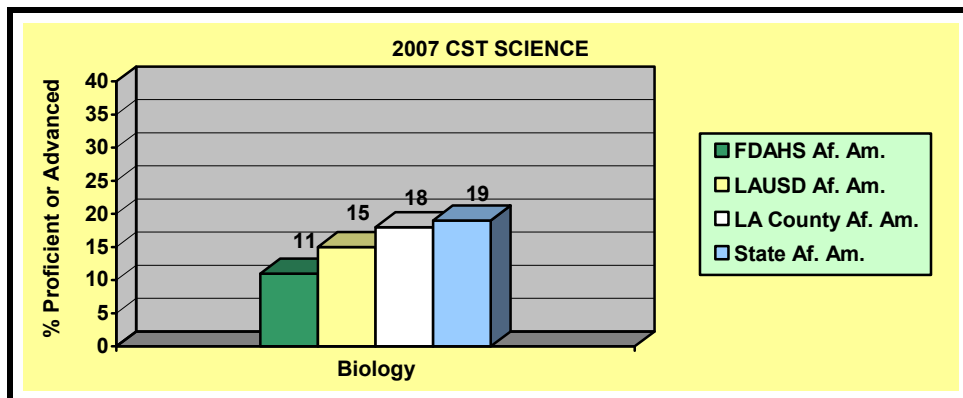
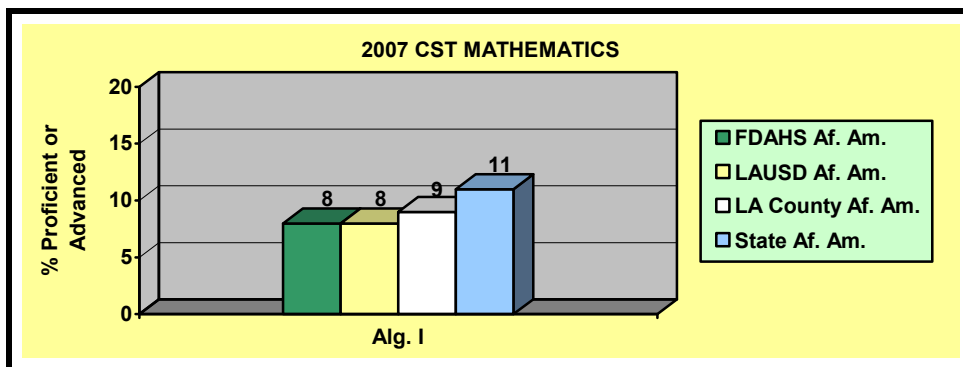
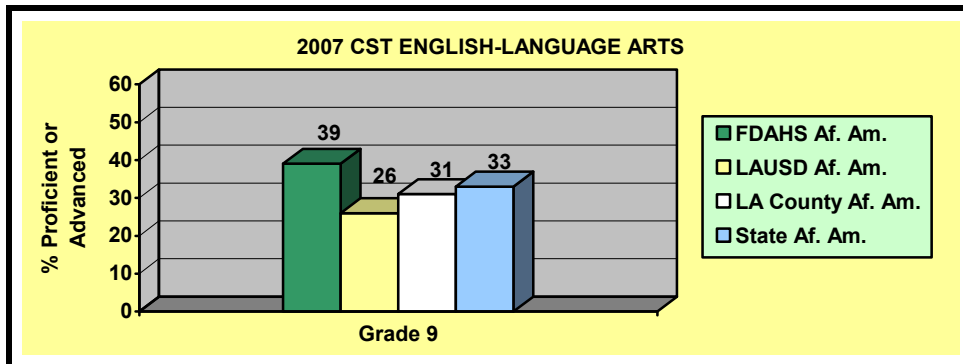
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Frederick Douglass High (9)			LAUSD (2-11)			State (2-11)		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	n/a	n/a	40	27	29	31	40	42	43
Mathematics	n/a	n/a	10	29	31	31	38	40	40
Science	n/a	n/a	n/a	14	23	27	27	35	38
History-Social Science	n/a	n/a	n/a	20	20	20	32	33	33

CST Results by Student Group - Most Recent Year - 2007

*This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. *Note: Data are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	39	8	n/a	n/a
Hispanic or Latino	*	*	n/a	n/a
Male	30	4	n/a	n/a
Female	49	14	n/a	n/a
Economically Disadvantaged	39	13	n/a	n/a
Students with Disabilities	*	*	n/a	n/a



California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

n/a – Frederick Douglass Academy High School did not have a 10th grade class prior to 2007-2008.

IX. ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks.

The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank

2003-04

2004-05

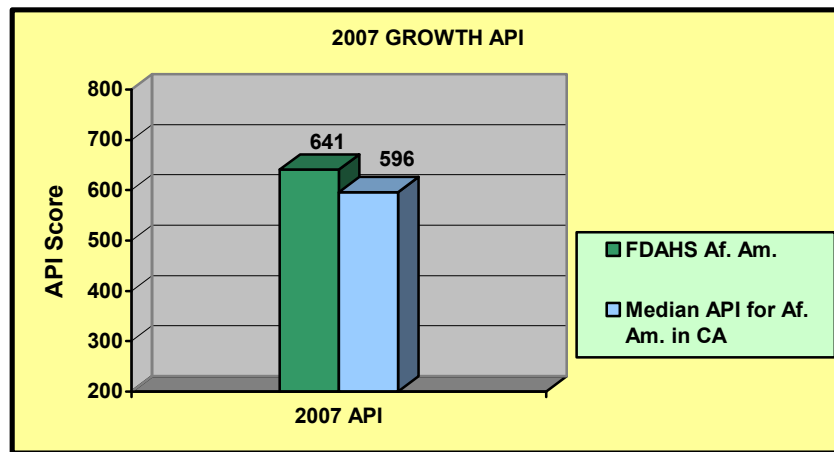
2005-06

n/a – Frederick Douglass Academy High School did not open until 2006-2007.

API Changes by Student Group – Three-Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at VPP High	n/a	n/a	n/a	642
African American	n/a	n/a	n/a	641



Adequate Yearly Progress (AYP)

The federal *No Child Left Behind Act* (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts and mathematics
- Percent proficient on the state's standards-based assessments in English-language arts and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and District made AYP overall and whether the school and the District met each of the AYP criteria.

AYP Criteria	FDAHS	ICEF Public Schools
Overall	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI identification can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	Frederick Douglass High	ICEF Public Schools
Program Improvement Status	Not in PI	Not in PI

X. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided for LAUSD and the state level. Detailed information about dropout rates and graduation rates can be found at the California Department of Education website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Frederick Douglass High			LAUSD			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	n/a – Frederick Douglass Academy High School did not open until 2006-2007.			7.9	5.5	5.1	3.2	3.1	3.5
Graduation Rate				65.7	65.6	62.8	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Group	Graduating Class of 2007		
	Frederick Douglass High	LAUSD	State
All Students	FDAHS had no 12 th graders in 2006-2007.	n/a	n/a
African American		n/a	n/a

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the California Department of Education website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	86.6%
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a