



FREDERICK DOUGLASS ACADEMY CHARTER HIGH SCHOOL

ISSUED JANUARY 2009

SCHOOL ACCOUNTABILITY REPORT CARD School Year 2007-2008

This document is available on the Internet at <http://www.icefpublicschools.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 ICEF office.

I. DATA AND ACCESS

DataQuest	Internet Access
DataQuest is an online data tool located at http://data1.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. ABOUT THIS SCHOOL

Contact Information (School Year 2008-2009)

School Information		Charter Organization Information	
School Name	Frederick Douglass Academy Charter High School	Charter Organization Name	ICEF Public Schools
Street	3200 W. Adams Blvd.	Street	5150 W. Goldleaf Circle, Suite 401
City, State, Zip	Los Angeles, CA 90018	City, State, Zip	Los Angeles, CA 90056
Phone Number	323-290-6990	Phone Number	323-290-6900
FAX Number	888-317-2841	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://fdahs.icefla.org/index.jsp	Website	http://www.icefpublicschools.org
CDS Code	19-64733-0112557	SARC Contact	LTownsend@icefla.org
ICEF Public Schools Administration			
CEO and Head of Schools	Michael Piscal	Chief Development Officer	John Piscal
Chief Operating Officer	Kenneth Zeff	Senior Vice President & Officer of the Corporation	Corri Tate Ravare
Chief Academic Officer	Robert Schwartz	Senior Vice President of Human Resources & In House Counsel for ICEF Public Schools	Nicole J. Scott

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 thirteen schools with capacity to serve more than 3,000 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 702,000 residents, including 187,000 K-12 students. Currently, the entire area produces approximately 450 college graduates a year – less than 9 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 and Inglewood Unified School District their two failing high schools to increase the number of college graduates they produce. Within 10 years, ICEF schools will produce 2,000 college graduates a year.

ICEF Schools Multi-Year, Multi-Site Academic Plan September 2008

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 research, national model charter schools, private schools, and public schools, as well as the experience of other successful 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.

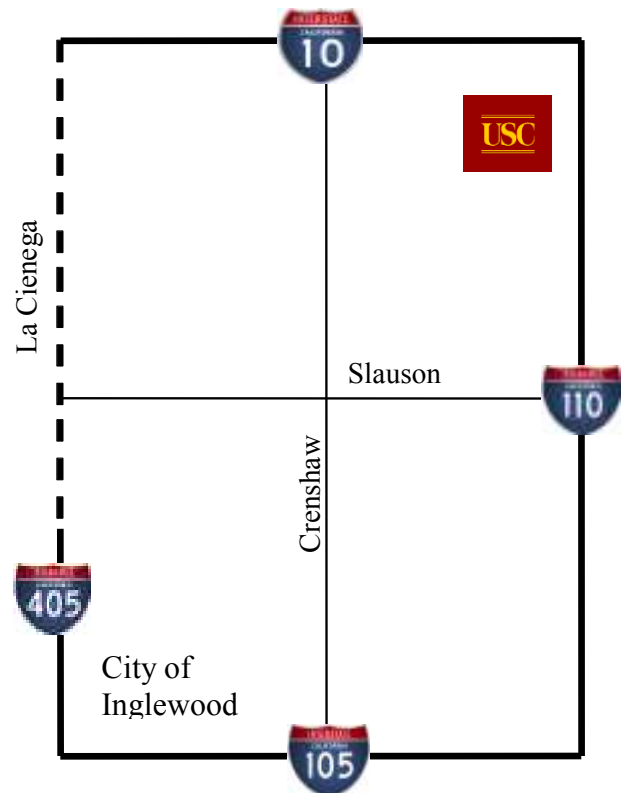
To implement this program requires dedicated staff for which the success of the principals is tied directly to his or her job performance assessment. ICEF has therefore created the role of Chief Academic Officer (CAO). The primary responsibility of the CAO is the training and development of the principals 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 has begun work on his doctorate.

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 (2008-2009): Ms. Debra Price, Director of School Site Operations

Phone: 323-290-6914

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 at the School-As-A-Whole (SAW) meetings. A full-time Parent Liaison, assigned to promote family involvement in school, organizes cadre and SAW meetings and volunteer opportunities.

Student Enrollment by Grade Level (School Year 2007-2008)

This table displays the number of students enrolled in each grade level at the school as reported by the 10/07 California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	96
Grade 10	79
Total	175

Student Enrollment by Group (School Year 2007-2008)

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	96.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Filipino	0.00%
Hispanic or Latino	2.29%
Pacific Islander	1.71%
White (Not Hispanic)	0.00%
Multiple or No Response	0.00%
Socioeconomically Disadvantaged	39.30%
English Learners	0.00%
Students with Disabilities	6.00%

Average Class Size and Class Size Distribution

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

Subject	2005-06				2006-07				2007-08			
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	n/a				23.3	4	2		19.1	8	3	
Mathematics	n/a				24.7		7		23.8	1	4	
Science	n/a				23.0	1	3		19.5	7	4	
Social Science	n/a				23.0	3	2		18.6	5		

III. SCHOOL CLIMATE

School Safety Plan (School Year 2007-2008)

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

As part of a grant from the Charter School Consortium for Safety and Emergency Preparedness, ICEF Public Schools has developed 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 has been 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 Committee is in the process of completing the final details of the plan and assigning specific responsibilities.

One provision of the safety plan is to have a three-day emergency supply kit for each student. We are in the process of completing the order for enough kits to have one per student. Schools will have radios for communications; staff training will be conducted; emergency evacuation plans will be developed and implemented.

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 ICEF levels for the most recent three-year period.

	Frederick Douglass Academy High			ICEF Public Schools (K-12)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	n/a	43	36	155	314	376
Rate of Suspensions	n/a	0.61	0.21	0.17	0.27	0.21
Number of Expulsions	n/a	4	0	0	8	0
Rate of Expulsions	n/a	0.06	0.00	0.00	0.01	0.00

IV. SCHOOL FACILITIES

School Facility Conditions and Planned Improvements (School Year 2008-2009)

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.

Since January 2007, several improvements have taken place at all ICEF Public Schools' sites. These include:

1. Preventive maintenance plans for all buildings to include doors, windows, ceilings, and wall repair and maintenance.
2. The janitorial contractor was replaced at all sites. The new contractor has improved the cleanliness of the campuses and there have been minimal complaints.
3. Facility inspections (walk-throughs) are conducted on a regular basis to determine repairs or safety issues.
4. All mechanical, electrical, plumbing and fire systems are checked regularly for operation problems.

Frederick Douglass Academy High School currently shares office, counseling, outdoor lunch areas, and outdoor play areas with Frederick Douglass Academy Middle School. This 23 classroom school site was completely renovated for ICEF Public Schools in summer 2008. Move-in occurred on September 6, 2008. There are no repair and maintenance issues at this time. This site has all new school furniture. Frederick Douglas Academy Middle School will occupy a front building of this site in the fall of 2009. Frederick Douglass Academy High School will occupy the entire school site in the fall of 2009.

School Facility Good Repair Status (School Year 2008-2009)

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: 12/23/08

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior & exterior)	✓			
Interior Surfaces (walls, floors, & ceilings)	✓			
Hazardous Materials (interior & exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior & exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside & outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status (School Year 2008-2009)

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		✓		

V. 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			ICEF Public Schools
	2005-06	2006-07	2007-08	2007-08
With Full Credential	n/a	2	2	46
Without Full Credential	n/a	2	6	52
Teaching Outside Subject Area of Competence	n/a	1	3	9

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	n/a	n/a	0
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by "No Child Left Behind" Compliant Teachers (School Year 2007-2008)

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	69.6	30.4
All Schools in LAUSD	79.5	20.5
High-Poverty Schools in LAUSD	80.7	19.3
Low-Poverty Schools in LAUSD	78.0	22.0

VI. SUPPORT STAFF

Academic Counselors and Other Support Staff (School Year 2007-2008)

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 (1 per 175 students)	1	Speech/Language/Hearing Specialist / Consultant	.10
Nurse / Consultant	.10	Resource Specialist	1
Psychologist / Consultant	.10		

VII. CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-2009)

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	Excellent	Excellent	Excellent	0%	0%	0%
Science	Good	Excellent	Excellent	0%	0%	0%
History-Social Science	Excellent	Excellent	Excellent	0%	0%	0%
Foreign Language	n/a	Excellent	Excellent	n/a	0%	0%

Textbooks and Instructional Materials (1/09)

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-5	<i>Imagine It!</i> SRA/McGraw-Hill, 2008	2008-09	Yes
6	<i>Language Network</i> (CA Edition, with additional resources) McDougal Littell, 2008	2008-09	Supplemental
	Equiano, Olaudah. <i>The Kidnapped Prince</i> Flake, Sharon G. <i>The Skin I'm In</i> Lowry, Lois. <i>The Giver</i> Shakespeare, William. <i>A Midsummer Night's Dream</i>		Short Stories (<i>The Legend of Sleepy Hollow, Bad Characters, The Gift</i>) Woodson, Jacqueline. <i>Locomotion</i> (poetry collection)
7	<i>The Language of Literature</i> (CA Edition, with additional resources), McDougal Littell, 2008	2008-09	Supplemental
	Cisneros, Sandra. <i>The House on Mango Street</i> Garfield, Leon. <i>Shakespeare's Stories. Julius Caesar</i>		Gibson, William. <i>The Miracle Worker Sundjata</i>
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 Athol, Fugard. <i>Master Harold and the Boys</i> <i>Gorilla My Love</i> (Selected stories) Hansberry, Lorraine. <i>Raisin in the Sun</i>		Homer. <i>Odyssey</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> Hitt, 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, Barack. <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-5	Houghton Mifflin Social Science Series (Houghton Mifflin)	1999-00	Yes
	Imagine It - Social Science Curriculum Connections SRA/McGraw-Hill, 2008	2008-09	
	Teacher-created units based on standards	1999-00	
6	Ancient Civilizations Pearson Prentice Hall, 2008	2008-09	Yes
	History Alive! The Ancient World (with additional resources) Teachers' Curriculum Institute, 2008	2008-09	Yes
	World History: Ancient Civilizations McDougal Littell, 2006	2007-08	Yes
7	History Alive! The Medieval World and Beyond (with additional resources), Teachers' Curriculum Institute, 2008	2008-09	Yes
	Medieval and Early Modern Times (CA Edition) Pearson Prentice Hall, 2008	2008-09	Yes
	World History: Medieval and Early Modern Times (CA Edition), McDougall Littell, 2008	2008-09	Yes
8	America: History of Our Nation (CA Edition) Pearson Prentice Hall, 2008	2008-09	Yes
	History Alive! US History Through Industrialism (with additional resources), Teachers' Curriculum Institute, 2008	2008-09	Yes
Government	American Government Holt (Kelman), 2003	2003-04	No
AP Government	Magruder's American Government Prentice Hall (McLenaghan), 2006	2006-07	Yes
US History	The Americans McDougal Littell (Danzer, Klor de Alva, Krieger, Wilson, Woloch), 2005	2005-06	Supplemental
	US History – Modern America (with additional resources) Prentice Hall, 2008	2008-09	Yes
US History - AP	The American Pageant (13 th Edition) Houghton Mifflin (Kennedy, Cohen, Bailey), 2008	2008-09	Yes
World History I	Ancient World History (with additional resources) McDougal Littell (Beck, Black, Krieger, Naylor, Shabaka), 2007	2007-08	Yes
World History II	Modern World History (with additional resources) McDougal Littell (Beck, Black, Krieger, Naylor, Shabaka), 2008	2008-09	Yes
Mathematics			State Board Adoption Cycle 2008-2013
K-5	Saxon Math Saxon Publishers, 2008	2008-09	Yes
6	Saxon Math (with additional resources) Saxon Publishers, 2008	2008-09	Yes
7	Saxon Math (with additional resources) Saxon Publishers, 2008	2008-09	Adopted for continuity of program
8	Saxon Math Saxon Publishers, 2008	2008-09	Adopted for continuity of program
	Saxon Math-Algebra I (with workbooks and additional resources) Saxon Publishers, 2008	2008-09	Adopted for continuity of program
Algebra I	Saxon Math-Algebra I (with workbooks and additional resources) Saxon Publishers, 2008	2008-09	Yes
Geometry	Saxon Math-Geometry (with workbooks and additional resources) Saxon Publishers, 2008	2008-09	Yes
Algebra II	Saxon Math-Algebra II (with workbooks and additional resources) Saxon Publishers, 2008	2008-09	Yes
Precalculus	PreCalculus with Limits: A Graphing Approach (5 th Edition, with additional resources), Houghton Mifflin (Larson, Hostetler, Edwards), 2008	2008-09	Yes
Calculus	Calculus – Concepts and Contexts Thomson (Stewart), 2005	2005-06	Yes
	How to Prepare for the AP Calculus Exam Barrons (Hockett and Bock), 2007	2007-08	Yes

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	Science (CA Edition) Harcourt Brace, 2000	2000-01	Yes
	Imagine It - Science Curriculum Connections SRA/McGraw-Hill, 2008	2008-09	
6	Earth Science (CA Edition, with Lab Manual) McDougal Littell, 2008	2008-09	Yes
	Science Explorer: Focus on Earth Science , (CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008	2008-09	
7	Life Science (CA Edition, with Lab Manual) McDougal Littell, 2008	2008-09	Yes
	Science Explorer: Focus on Life Science (CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008	2008-09	
8	Science Explorer: Focus on Physical Science (CA Edition, with Reading and Note Taking Guide) Pearson Prentice Hall, 2008	2008-09	Yes
Biology	Biology (CA Edition) Prentice Hall, 2008	2008-09	Yes
Biology - AP	Biology (8th Edition-AP, with additional resources) Prentice Hall (Campbell), 2008	2008-09	Yes
Chemistry	Chemistry: Matter and Change (CA Edition) Glencoe, 2008	2008-09	Yes
Integrated Science	Integrated Science (Level Red)	2008-09	Yes
Physics	Conceptual Physics Prentice Hall (Hewitt), 2006	2006-07	Yes
Foreign Language			State Board Adoption Cycle 2003-2011
Spanish I (6-12)	Paso a Paso 1 Prentice Hall (Met, Sayers, Wargin), 2000	2003-04	Yes
	Realidades 1 (with workbooks and other resources) Pearson Prentice Hall, 2008	2008-09	
Spanish II	Paso a Paso 2 Prentice Hall (Met, Sayers, Wargin), 2000	2003-04	Yes
	Realidades 2 (with workbooks and other resources) Pearson Prentice Hall, 2008	2008-09	
Spanish III	Paso a Paso 3 Prentice Hall (Met, Sayers, Wargin), 2000	2003-04	Yes
AP Spanish Language	Abriendo Paso Lectura Prentice Hall (José Díaz), 2007	2007-08	Yes
	Abriendo Paso Gramática Prentice Hall (José Díaz), 2007	2007-08	
	AP Spanish: Preparing for the Language Examination, 3rd ed. Prentice Hall (José Díaz), 2007	2007-08	

Science Laboratory Equipment

Lab equipment is available for all high school science students in ICEF Public Schools enrolled in: Intro to Lab Science/Health, Biology, Chemistry, Physics, AP Biology, and Anatomy and Physiology. All ICEF Science Departments have placed orders with Nasco and/or ScienceKit for additional materials, supplies, and equipment needed by teachers to carry out state standards-aligned science laboratory activities, in addition to pre-existing supplementary equipment and supplies. Teachers collaborate interdepartmentally with other ICEF Public Schools to create labs, align labs to state standards, and design common forms of lab assessment for ICEF Public Schools, including a Lab Report Template, Lab Report Rubric, and Lab Safety Contract.

Core Curriculum and Pedagogical Philosophy

ICEF believes that in order to spread success amongst the campuses, a few things must be done with excellence as opposed to doing many things with mediocrity. For this reason, ICEF focuses on five core curricular philosophies which, in concert with the Three R's, produce transformational change within the school community and in individual students.

(1) Creating a College Going Culture - All ICEF schools are established with the mission to prepare students to attend and compete academically at the top 100 colleges and universities in the nation. The ramifications of this statement drive every instructional decision made on campus.

(2) Promoting Study Skills for College Success - If our goal is college success for all, one of the most important skills we need to be able to give our students is to make them self-directed learners. Building the habit of being able to use study time wisely is necessary for college success and it all starts in study hall. Along with building the habit is building the know-how. ICEF Schools incorporate study skills into the curriculum, not just assigning students a chapter to read, but teaching them how to read it closely in order to understand both the overarching themes, but also the subtle nuances; not just telling the students to take notes on a lecture, but giving them the tools to do that effectively; and not just telling a student to study for a test, but advising them on how to manage their time and providing strategies for success.

Nurturing or inspiring in students a love of great literature or knowledge, is the goal of our Sustained Silent Reading Program, called Drop Everything And Read (DEAR). The more high quality works a student reads, the better their vocabulary for writing. Setting the environment where reading is encouraged and modeled is one of the most important things a director can do.

(3) College Level Analytical Writing - ICEF is closing the gap between high school achievement and college success by teaching college level writing and analytic skills during the 11th and 12th grades. The Archer-Holmes Toulmin Model of writing and argumentation is used with students beginning in the 6th grade and applied across all core classes – including science and mathematics. The Toulmin Model is used to “foster cognitive development” in undergraduate and graduate education and is recognized for its applicability to promote critical thinking across disciplines. Upon graduation from an ICEF high school, a student can write a sustained case of 1500-2000 words, free of mechanical error, in a readable style. Most importantly, in the second semester of their senior year, students are taught how to take a writing assignment given them in college and apply the Toulmin Model to it.

(4) College Level Discourse - Through formalized Socratic Seminars in the early grades, students gain the competencies and habits of Socratic dialogue. First off, they learn the academic language necessary to participate in a scholarly discussion. For instance, students learn how to intelligently respond to someone who they disagree with, how to add value to someone else's statement without redundancy, how to ask clarifying and probing questions, and how to listen intelligently and interpret responses. Secondly, students practice the tools needed to participate in that discussion correctly. This involves the students relating evidence gained from the text in front of them, drawing on past experiences, correlating previous readings in the class with the current topic of the discussion, and staying focused on the topic as opposed to making tangential statements.

(5) Backwards Mapping to College Standards - What is unique about ICEF teachers is that they do not focus just on the California Content Standards for their subject, but through collaboration with other teachers, examine the content standards for other subjects. Teachers are really back-mapping to the Secretary's Commission on Achieving Necessary Skills (SCANS), the University of California/California State University (UC/CSU) system a-g requirements, and The College Board's Standards for College Success.

VIII. SCHOOL FINANCES

Expenditures Per Pupil and Teacher Salaries (Fiscal Year 2006-2007)

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 ICEF with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education website at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits website at <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	\$10,647	\$2,444	\$8,203	\$51,475
LAUSD	n/a	n/a	n/a	\$62,407
Percent Difference – ICEF Public Schools and LAUSD	n/a	n/a	n/a	- 17.5%
State	n/a	n/a	\$5,300	\$65,008
Percent Difference – ICEF Public Schools and State	n/a	n/a	+ 54.8%	- 20.8%

Types of Services Funded (Fiscal Year 2007-2008)

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 2007-08 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 	<ul style="list-style-type: none"> In Lieu of Economic Impact Aid Arts and PE Charter Grant K-3 Class Size Reduction Grant

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 for piloting new programs. Current projects include:

- | | |
|--|---|
| <ul style="list-style-type: none"> Performing and visual arts instruction and productions The Principal Training Academy | <ul style="list-style-type: none"> 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 2006-2007)

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 on the Certificated Salaries and Benefits 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	\$40,000	\$39,788	\$40,721
Mid-Range Teacher Salary	\$56,000	\$63,553	\$65,190
Highest Teacher Salary	\$72,000	\$78,906	\$84,151
Average Principal Salary (Elementary)	\$96,000	\$104,425	\$104,476
Average Principal Salary (Middle)	\$105,000	\$116,492	\$108,527
Average Principal Salary (High)	\$123,000	\$130,984	\$119,210
Superintendent Salary	n/a	\$300,000	\$210,769
Percentage of Budget for Teacher Salaries	45.0%	37.7%	39.9%
Percentage of Budget for Administrative Salaries	4.6%	5.7%	5.5%

IX. 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 levels meet state standards in that content area. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the Standardized Testing and Reporting (STAR) Results 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 (9-10)			LAUSD (2-11)			State (2-11)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	n/a	40	39	29	31	35	42	43	46
Mathematics	n/a	10	4	31	31	35	40	40	43
Science	n/a	13 (gr. 9)	17	23	27	36	35	38	46
History-Social Science	n/a	n/a	31	20	20	24	33	33	36

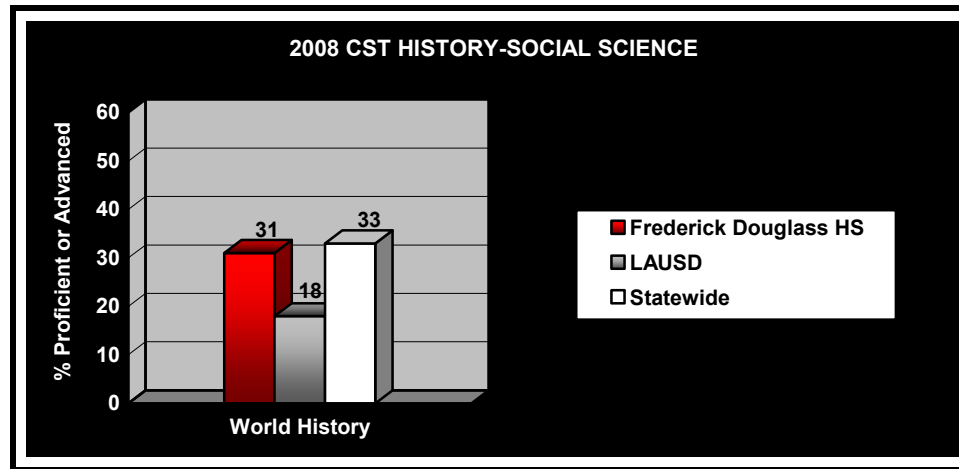
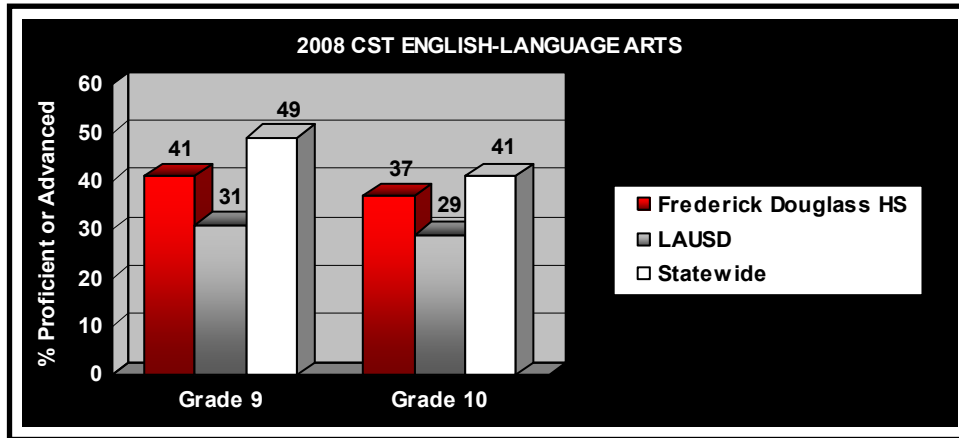
CST Results by Student Group – Most Recent Year (School Year 2007-2008)

*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	40	3		31
Hispanic or Latino	*	*		*
Male	37	1		33
Female	41	5		29
Economically Disadvantaged	41	0		
Students with Disabilities	*	*		

Comparison to Students in LAUSD and Statewide

The charts below show how Frederick Douglass Academy High School students performed compared to students in LAUSD and statewide on the California Standards Tests in English-language arts and history-social science. The numbers represent the percent of students performing at the proficient level or above.



California High School Exit Exam (CAHSEE) Results by Performance Level for All Students - Three-Year Comparison

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. The three performance levels that were set for computing AYP are Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient for AYP is different from the passing score for the graduation requirement. The cut score for Proficient on the CAHSEE is 380 for both English-language arts and mathematics, whereas the cut score for passing the CAHSEE is 350. Detailed information regarding CAHSEE results can be found at the CAHSEE website at <http://cahsee.cde.ca.gov>. *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.

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	Frederick Douglass High			LAUSD			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	n/a	n/a	38.9	35.9	32.3	37.2	51.1	48.6	52.9
Mathematics	n/a	n/a	12.7	29.7	32.5	35.5	46.8	49.9	51.3

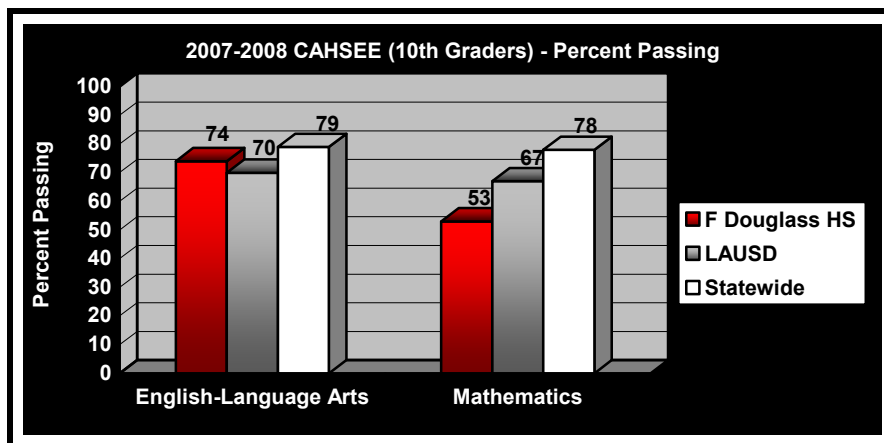
CAHSEE Results by Performance Level for Student Groups – Most Recent Year (School Year 2007-2008)

*This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics separately 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	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	61.1	33.3	5.6	87.3	11.3	1.4
Male	75.0	15.6	9.4	87.1	12.9	0.0
Female	50.0	47.5	2.5	87.5	10.0	2.5
African American	62.1	31.8	6.1	86.2	12.3	1.5
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Socioeconomically Disadvantaged	60.7	28.6	10.7	80.0	16.7	3.3
Students with Disabilities	*	*	*	*	*	*

CAHSEE Percent Passing Comparison to Performance in LAUSD and Statewide

The chart below shows the percent of Frederick Douglass Academy High School 10th grade students passing the CAHSEE in 2007-08 compared to students in LAUSD and statewide. The numbers represent the percent of students passing the CAHSEE.



X. 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 on the Academic Performance Index (API) 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.

These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	n/a	n/a	3
Similar Schools	n/a	n/a	*

* Similar schools ranks are not calculated for small schools.

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
	2005-06	2006-07	2007-08	2008
All Students at Frederick Douglass High	n/a	n/a	+20	662
African American	n/a	n/a	+22	663
Socioeconomically Disadvantaged	n/a	n/a	n/a	658

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 on the Adequate Yearly Progress (AYP) website at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-2008)

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

AYP Criteria	Frederick Douglass Academy High
Overall	No
Participation Rate – English-Language Arts	Yes
Participation Rate – Mathematics	Yes
Percent Proficient – English-Language Arts	Yes
Percent Proficient – Mathematics	No
API	Yes
Graduation Rate	Yes

Federal Intervention Program (School Year 2008-2009)

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 on the Adequate Yearly Progress (AYP) website at <http://www.cde.ca.gov/ta/ac/ay/>.

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

XI. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

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 on the California Department of Education website at <http://dq.cde.ca.gov/dataquest>.

Indicator	Frederick Douglass High			LAUSD			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	n/a	n/a	7.1	5.5	5.0	7.8	3.1	3.5	4.4
Graduation Rate	n/a	n/a	n/a	65.7	62.9	66.0	85.0	83.0	79.5

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 2007-08 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 on the California Department of Education website at <http://dq.cde.ca.gov/dataquest>.*

Group	Graduating Class of 2008
	Frederick Douglass High
All Students	n/a
African American	n/a

Courses for University of California and/or California State University Admission (School Year 2007-2008)

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 on the California Department of Education website at <http://dq.cde.ca.gov/dataquest/>.

UC / CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

XII. INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three year period.

In 2005-06, 2006-07, and 2007-08, prior to school opening in the Fall, five days were dedicated to Professional Development for new staff, followed by an additional ten days of Professional Development for all staff.

Prior to the start of the 2008-2009, newly hired ICEF staff members participated in five days of Professional Development. New teachers and paraprofessionals were introduced to the ICEF mission and were trained on essential elements of an ICEF school: college style discourse, college going culture, backward mapping to college standards, college study habits, and college level analytical writing. During this time, classified staff members attended separate trainings on managing school operation systems. At the conclusion of this week, new ICEF staff members were joined by all returning staff members for an additional ten days of professional development.

After conducting site surveys and visits, the leadership team noticed that each school needed the tools and processes to examine data and evidence to set school wide academic goals. In June of 2008, all principals attended a three day retreat on using the Professional Learning Community model to examine data and engage the staff in the process of school improvement. Using the first step of the inquiry process, principals trained staff on examining evidence of student achievement and using data to set goals for the upcoming year. As teachers set goals, they requested additional training in subject specific pedagogy that was delivered the following week. Additionally, each school site has ninety minutes per week to be used for professional development and continuing the cycle of inquiry.

This year ICEF has rolled out its own state approved BTSA program by which preliminary credential holders can earn their clear credential. Currently, 47 teachers are participating in the BTSA program and receiving individualized coaching and mentoring. For those teachers who are not eligible for BTSA but are still new, individualized help may be requested or they may be referred by their principal to receive informal individualized mentoring by a master teacher.

In order to ensure continual improvement, all faculty members develop personal professional growth plans. 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.