

# ICEF Innovation Los Angeles Charter

## School Accountability Report Card Reported Using Data from the 2016—17 School Year California Department of Education

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

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

### DataQuest

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

### Internet Access

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



### Leslie McGee, Director

Principal, ICEF Innovation Los Angeles Charter

### About Our School

ICEF Innovation Los Angeles (IILA) seeks to provide a positive learning environment where scholars have access to a rigorous and innovative academic program that engages all stakeholders. As an educational community, we are dedicated to this vision. We believe that learning requires self-esteem, personal effort, mutual respect, a safe and orderly environment, adequate resources, and clear goals. We are fortunate to have an excellent teaching staff that is returning this year, along with a few excellent additions. Our staff has been trained to support our philosophy, and we firmly believe that all children should have the opportunity to learn in an environment that is well-planned and focused on student achievement.

The effort to meet each child's needs for growth socially, emotionally and academically is ongoing and intentional in order to ensure success, one child at a time. At IILA we use formative and summative assessments to gather data on the academic growth of our students and use that data to develop appropriate classroom and individualized instruction, which is accomplished through the use of Guided Reading, Daily 5, Readers and Writers Workshop, and SWUN Math implementation. We also integrate a school-wide Character Education program with specific traits that provide opportunities for social-emotional growth.

I have first hand experience of a Southern California education. A native of Los Angeles, I went to elementary and middle school here in some of the neighboring schools. I attended high school at St. Mary's Academy in Inglewood. I received a B.A. degree from Spelman College and a M.S. degree from Troy State University. I began my teaching career 14 years ago as a member of the 2003 Teach for America corps. I currently hold clear teaching credentials in the states of New Jersey and California, as well as an Administrative Services credential in California. After 10 years of teaching in Georgia, New Jersey, and Los Angeles, I exited the classroom to continue my pursuit of ensuring an equal education for under-served children as the Instructional Specialist, Assistant Principal, and Principal at ICEF View Park Prep Elementary and Middle School in Los Angeles. I transferred to ICEF Innovation Los Angeles Charter School in Summer of 2017.

IILA's journey to success requires the efforts of all parents, students, teachers, administrators, staff, and local school community members. It is important that each stakeholder evaluates his/her role and commitment to our children, and determines the actions necessary to be a positive and productive member of our school community. I look forward to working in partnership with all stakeholders to support our students in their journey as learners. Together we will ensure that every culminating student of ICEF Innovation Los Angeles Charter School transitions into middle school adequately prepared to continue their collegial efforts.

### Contact

*ICEF Innovation Los Angeles Charter  
5029 South Vermont Ave.  
Los Angeles, CA 90037-2907*

*Phone: 323-290-6997  
E-mail: [lmcgee@kefps.org](mailto:lmcgee@kefps.org)*

## About This School

### Contact Information (School Year 2017—18)

**Note:** "District" information listed below is the contact information for ICEF Public Charter Schools.

District Contact Information (School Year 2017—18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017—18)	
<b>School Name</b>	ICEF Innovation Los Angeles Charter
<b>Street</b>	5029 South Vermont Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90037-2907
<b>Phone Number</b>	323-290-6997
<b>Principal</b>	Leslie McGee, Director
<b>E-mail Address</b>	<a href="mailto:lmcgee@icefps.org">lmcgee@icefps.org</a>
<b>Web Site</b>	<a href="http://ila.icefps.org">http://ila.icefps.org</a>
<b>County-District-School (CDS) Code</b>	19647330117952

Last updated: 1/5/2018

### School Description and Mission Statement (School Year 2017—18)

#### **ICEF Public Schools**

The Inner City Education Foundation (ICEF Public Schools or "ICEF") is a Charter Management Organization, operating in South Los Angeles and Inglewood, which provides local, underserved students with excellent academic options in their own community. Founded in 1994, ICEF Public Schools currently operates 9 schools serving more than 3,500 students annually. ICEF's mission is to prepare all students to attend and compete academically at the top colleges and universities in the nation. ICEF is conscious of the relationship between education and the economic prospects of the neighborhood. ICEF serves a 74% African-American and 25% Latino student population with 88% of students eligible for the federal free and reduced-price lunch program, a nationally recognized measure of economic poverty.

ICEF Public Schools provides high-quality college preparatory educational opportunities for children in their own communities, increasing the graduation rate, reducing the number of high school dropouts, and improving college entrance rates of students in South Los Angeles and Inglewood. Our hope is to return well-educated college graduates as highly productive adults to the local community. To best achieve this vision, ICEF is focused on three main objectives.

**Academic Excellence.** Our goal is to have 100% of all ICEF graduates accepted into college. Under the guidance of the Chief Schools Officer, the academic team was restructured with the addition of experts in math, literacy and common core instruction, as well as in teacher development. ICEF is focused on supporting teachers with frequent observation, professional development, consistent analysis of student performance data, and constructive feedback from principals.

**Promote and Support Our Culture.** In addition to academic rigor, ICEF stands out from the crowd by providing students with rich extracurricular offerings. ICEF provides students the opportunity to participate in outstanding athletics and performing and visual arts programs that enrich and augment their academic experience. At ICEF, music, dance, sports, and drama are not optional "extras." We truly believe that by encouraging our students to participate in these activities - along with their academic studies - we are developing not just stellar students but engaging and talented members of society.

**Financial Stewardship.** In an effort to decentralize financial operations and give schools more control over their own budgets, ICEF utilizes a school-based budgeting model. ICEF is transparent with faculty, staff, and the Board about the financial state of the organization through regular updates and open dialogue. We are focused on long-term financial stability while investing heavily in students' current needs.

ICEF Public Schools offers a unique tripartite approach in the areas of Academics, Arts, and Athletics:

**Academics.** Academics focus on mastery of the Common Core State Standards to ensure that students are college and career ready. Quality teaching and learning take place through the implementation of the ICEF Teacher Effectiveness Framework, the adoption of Common Core-aligned curriculum and strategies, intensive professional development, and the ICEF-Wide Assessment system. Instructional decisions are based on student performance data and teachers work closely in professional learning teams to reflect on how to best meet the needs of students. ICEF creates a community of learning where stable and mutually respectful relationships with adults and peers are considered fundamental to increasing intellectual development and personal growth. Additionally, ICEF fosters a commitment to teaching a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

**Arts.** The Arts department at ICEF prides itself in transforming the learning experiences of our scholars. Students experience the Arts through various opportunities including Arts Integration, Visual Arts classes, Music classes, and hands-on multimodal experiences, including field trips, performances, festivals and partnerships with community organizations.

**Athletics.** ICEF believes in athletics for all and offers a variety of sports to match our scholars' varied talents and interests. ICEF recognizes that participation in athletics teaches scholars discipline, respect, teamwork, and sportsmanship while improving students' confidence and increasing their motivation to excel in school. The social skills emphasized in our sports program are skills necessary for success in learning as well as in becoming well-rounded citizens. To that end, the Athletics Program is an extension of the learning that takes place during the school day. ICEF stresses that student-athletes are students first. Academic eligibility and good behavior are therefore mandatory for participation in athletics.

#### **Core Values**

ICEF schools and staff are guided by core values and beliefs that reflect what we believe are the best practices found in high performing schools that consistently produce well-educated students prepared to enter and succeed in college. The following core values are instilled as guiding principles throughout the entire ICEF organization:

**Community.** We will create, grow and support a unified community where we are passionate about the success of our students.

**Diversity.** We will respect diversity while using our differences to drive innovative practices that unite us all.

**Empowerment.** We will empower our stakeholders to be efficient and effective in delivering the highest quality services for our students.

**Accountability.** We will develop a culture of integrity where we hold ourselves and each other accountable for our actions and behavior with our students, our parents, and our stakeholders.

**Communication.** We will provide clear, effective, and timely communications within our organization and in our business dealings. Safety. We will ensure a learning environment where students, parents, visitors, and staff feel supported and secure.

**Collaboration.** We will make ICEF an enjoyable workplace of professionals where we actively share responsibility, celebrate successes, learn from failures, and work together for the success of all.

### ***Academic Leadership***

Academic Leadership is critical to school success. ICEF principals function as the instructional leaders on campus. The principal's core responsibilities include teacher support and training, student academic counseling and programming, master schedule creation, and culture building. The ICEF Academic Team supports and provides training to principals to develop their instructional leadership and overall leadership effectiveness. The Academic Team leads principals and teachers in understanding the essential elements of the ICEF Educational Program and the day-to-day operations of their school.

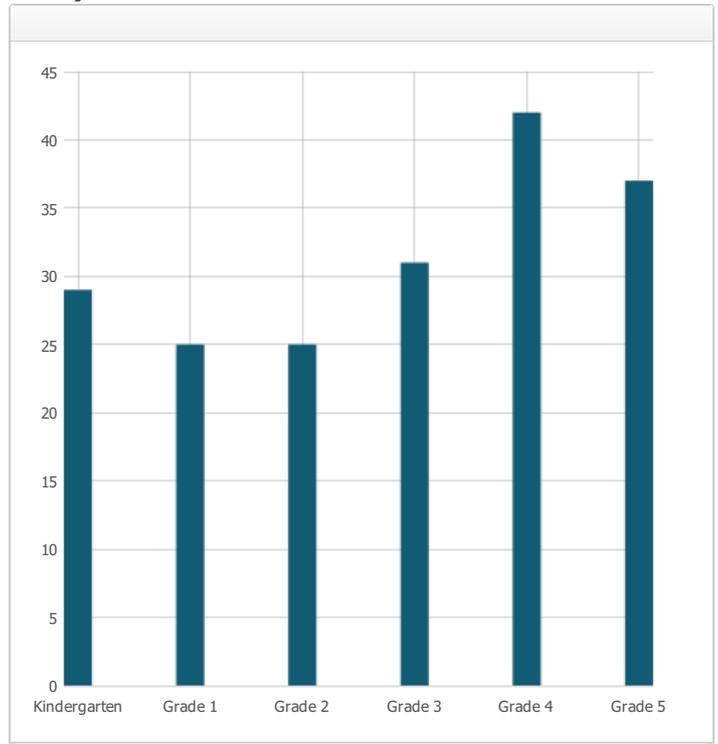
Success will be defined as reaching mutual goals of training and performance. Measures of individual school success will include CAASPP results, API scores, stakeholder (teacher, parent, and student) satisfaction surveys, student retention, and 360 reviews. Overall success will be monitored through charter renewal results. The Academic Team is assigned oversight responsibility for these processes. Key responsibilities of the Academic Team include:

- Develop and implement ICEF's academic model?
- Guide education team's initiatives, specifically Teacher Development, Principal Training and the transition to the Common Core Standards
- 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 Instructional Elements to new schools?
- Provide coaching/mentoring to principals and provide guidance/solutions for principals' most pressing challenges 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 process for educational operations including testing, reporting, compliance, and use of data
- Participate in recruiting and selection of educational staff

*Last updated: 1/12/2018*

### Student Enrollment by Grade Level (School Year 2016—17)

Grade Level	Number of Students
Kindergarten	29
Grade 1	25
Grade 2	25
Grade 3	31
Grade 4	42
Grade 5	37
<b>Total Enrollment</b>	<b>189</b>



Last updated: 1/5/2018

### Student Enrollment by Student Group (School Year 2016—17)

Student Group	Percent of Total Enrollment
Black or African American	81.0 %
American Indian or Alaska Native	1.1 %
Asian	0.0 %
Filipino	0.5 %
Hispanic or Latino	16.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.8 %
English Learners	9.5 %
Students with Disabilities	14.3 %
Foster Youth	1.1 %

## A. Conditions of Learning

### State Priority: Basic

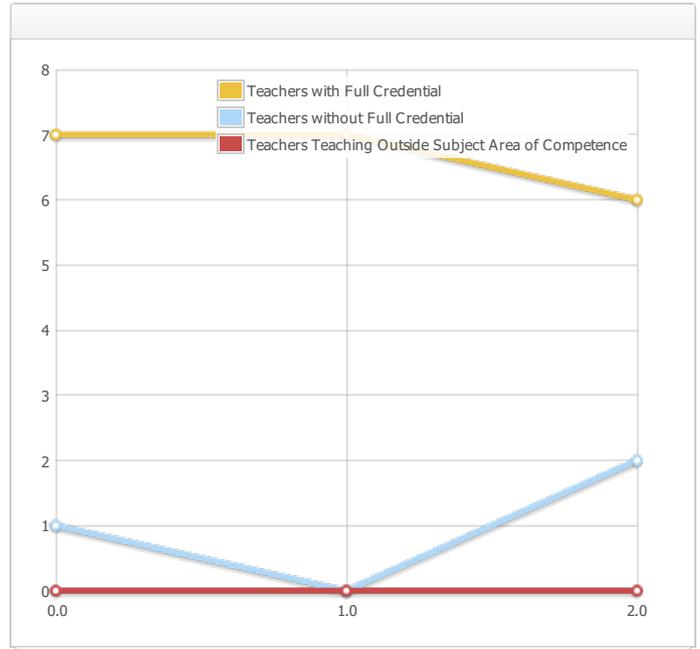
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

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

#### Teacher Credentials

**Note:** "District" Teacher Credential information represents ICEFwide data.

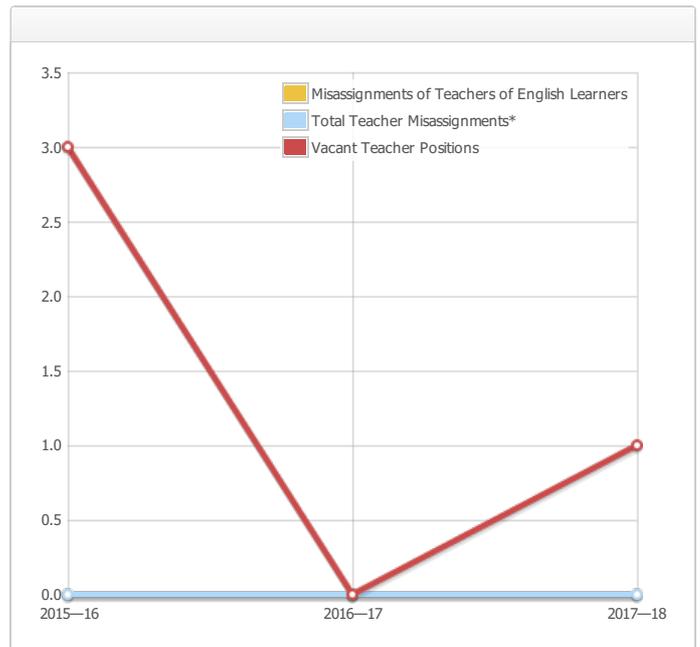
Teachers	School 2015—2016	School 2016—2017	School 2017—2018	District 2017—2018
With Full Credential	7	7	6	
Without Full Credential	1	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/12/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015—2016	2016—2017	2017—2018
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017—18)

The list that follows contains information regarding ICEF's core instructional resources and supplemental materials. ICEF ensures that every student has access to the core instructional materials in each class. During novel units in literature, each student is issued an individual copy of the novel or students may elect to purchase the novel, if desired. Each school site is solely responsible for the ordering, issuing, and maintenance of all textbooks and instructional materials. Supplemental materials are used at the discretion of the school director, teacher, and academic departments. Supplemental materials are selected from Common Core Standards Appendix B.

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Units of Study for Teaching Reading, Grades K-5, implemented 2017 i-Ready (Curriculum Associates), implemented 2013-14 Units of Study in Opinion, Information and Narrative Writing, Lucy Calkins Readers and Writers' Project (Heinemann), implemented 2013-14 The Comprehension Toolkit, Stephanie Harvey and Anne Goudvis (Heinemann), implemented 2013-14		0.0 %
Mathematics	SWUN Math Curriculum, implemented 2017		0.0 %
Science	Studies Weekly - Science (American Legacy Publishing), implemented 2011-12 Mystery Science Website: Lessons for elementary teachers, implemented 2017-18		0.0 %
History-Social Science	Teacher-created units based on standards, supplemental (Heinemann), implemented 2015-16 Studies Weekly - History-Social Science (American Legacy Publishing), implemented 2011-12		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	<p style="text-align: center;"><b>Grades K-5 Visual Arts</b></p> <p>All ICEF elementary visual arts classes are taught in relation to California's Visual and Performing Arts Content Standards and the National Core Art Standards. Studio based lessons are designed around the elements and principles of the visual arts. 100% of students have access to proper art materials for each lesson. In place of student textbooks, teachers use power points and document readers to convey content and studio based techniques to students. Each lesson contains mini lessons on technique and historical overviews of master contemporary and historical artists. Teachers also use the ICEF Visual Arts curriculum and teacher textbooks as models for lesson planning.</p> <p style="text-align: center;"><b>Grades K-5 Dance</b></p> <p>All ICEF elementary dance classes are taught in relation to California's Visual and Performing Arts Content Standards and the National Core Art Standards. Although classes are primarily focused on dancing and movement, students watch video of performances and respond in their dance journals.</p>		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/12/2018

## School Facility Conditions and Planned Improvements

In the 2016-2017 school year, ICEF Innovation Los Angeles Charter School, formerly known as Frederick Douglass Academy Elementary School, relocated to the Challengers Boys and Girls Club located at 5029 S. Vermont Avenue, Los Angeles, CA 90037, which consists of approximately 38,000 square feet of a larger building that includes classrooms, modulators, restrooms, gym, outdoor eating space, outdoor track, tennis courts, basketball court and administrative space. The school currently occupies 11 classrooms, including the modulators, with grades Transitional Kindergarten (TK) to 5. The schools shares this campus with the 7th grade class from ICEF Lou Dantzler Preparatory Academy.

Maintenance and Repair: Maintenance and repair take place at all ICEF Public Schools' sites on a regular basis. These include:

Preventive maintenance plans for all buildings include doors, windows, ceilings, and wall repair and maintenance. The current janitorial staff has improved the cleanliness of the campus.

Facility inspections (walk-throughs) are conducted on a regular basis to determine repairs or safety issues. All repairs and safety issues are reported to Challengers for resolution.

All mechanical, electrical, plumbing and fire systems are checked regularly for operation problems.

ICEF Innovation Los Angeles Charter School has a full fire system, alarm, fire sprinklers, strobes, and pull stations. Quarterly maintenance is performed on the HVAC units to ensure efficient operation. The facility is maintained by Challengers Boys and Girls Club.

Technology: Significant upgrades and installation of dedicated computer labs have taken place at all ICEF campuses. Computer equipment consists of ICEF and LAUSD equipment. Building upgrades in electrical and data cabling were made by ICEF to accommodate equipment at all schools.

Improvements: No improvements are anticipated.

*Last updated: 1/12/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
----------------	------

*Last updated: 1/12/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016—17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015—16	2016—17	2015—16	2016—17	2015—16	2016—17
English Language Arts / Literacy (grades 3-8 and 11)	32%	18%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	23%	19%	29%	30%	36%	37%

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

*Last updated: 1/12/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016—17)

**29.5%** of ICEF Innovation Los Angeles fifth grade students were in the Healthy Fitness Zone on four or more fitness standards compared to **68.5%** of fifth graders statewide.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.9%	21.1%	21.1%

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

*Last updated: 1/12/2018*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2017—18)

Jewell Pearson, Community Relations Coordinator at ICEF Innovation Los Angeles Charter School | Email: [jpearson@icefps.org](mailto:jpearson@icefps.org)  
 Patricia Jackson, Director of Special Projects, Climate & Communications for ICEF Public Schools | Email: [PJackson@icefps.org](mailto:PJackson@icefps.org)

Parental involvement is essential to the success of students and schools. Expectations and goals are communicated and discussed with parents during orientation and via annual parent / teacher meetings, regular Parent Information Meetings (PIMs), quarterly student progress reports, quarterly student report cards, annual Back to School Night, school websites, annual student-led conferences, Illuminate (posting of students' grades, attendance, and teacher comments) and periodic small group meetings. ICEF Public Schools strive to involve parents in student academic achievement. Parents of ICEF students are always welcomed to participate in the educational process and are offered opportunities to volunteer during the school year. 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 school-wide decision-making that is sensitive to the needs and desires of families at each ICEF public school. The work of the cadres is presented at Parent Information Meetings (PIMs). A full-time Community Relations Coordinator (CRC) is assigned to each campus to promote and ensure family and community involvement. CRCs assist in organizing cadres, PIMs and volunteer opportunities for parents.

# State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

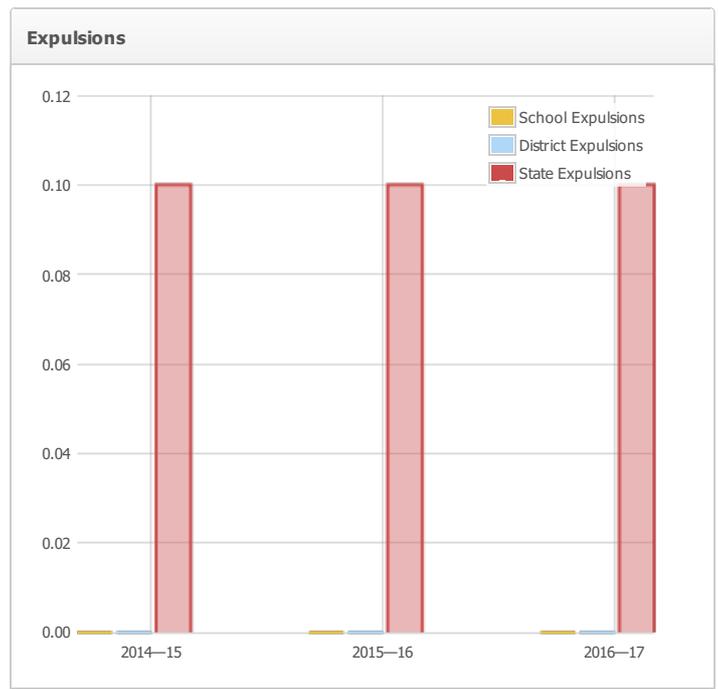
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17
Suspensions	0.0%	0.0%	1.5%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2018

## School Safety Plan (School Year 2017—18)

ICEF Public Schools has developed a standard School Emergency Response Plan that is annually reviewed, revised and adopted by all ICEF school sites. The Plan meets the requirements of the State of California and the City/County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), and defines the primary and support roles of the schools in after-incident damage assessment and reporting requirements. The School Emergency Response Plan was revised and reviewed by December 31, 2016, and has been discussed with all school staff faculty prior to January 15, 2017.

The School Site Council, which consists of school administrators, teachers, parents, and community members at each ICEF school, has the responsibility of revising specific sections of their school safety plan, including but not limited to (a) Local Emergency Number List, (b) School Emergency Response Team, (c) Incident Command System, (d) Utility Vendor and (e) Shutoff Information, (f) Emergency Drill Schedule, and (g) Evacuation Plans. The School Operations Managers is responsible for ensuring the safety plan is available in the main office and for submitting the completed plan to the ICEF Operations. In addition, the School Operations Managers and/or Facilities personnel insure that the Material Safety Data Sheets for all hazardous materials use on school grounds are kept in a central school location and updated, as needed.

To ensure the successful implementation of safety procedures, the Operations Department provides annual trainings to staff for their assigned responsibilities. In addition, emergency drills are performed at all ICEF school sites throughout the year, including earthquake, fire, active shooter, Lock-Down (response and no response), and Shelter-In-Place drills. The Operations Department also ensures that each classroom has an emergency kit, alert cards, and that each school has a comprehensive medical kit and three day supply of water. Inventory of emergency supplies and medical kits are reviewed annually and replenished as needed.

Last updated: 1/12/2018

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014—15				2015—16				2016—17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.0	0	1	0	24.0	0	2	0	27.0	0	1	0
1	23.0	0	1	0	0.0	0	0	0	0.0	0	0	0
2	23.0	0	2	0	24.0	0	1	0	26.0	0	1	0
3	25.0	0	2	0	23.0	1	1	0	31.0	0	1	0
4	23.0	0	2	0	20.0	1	1	0	26.0	0	1	0
5	25.0	0	1	0	36.0	0	0	1	26.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	23.0	0	1	0	0.0	0	0	0	25.0	0	1	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/12/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014—15			2015—16			2016—17				
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *			
		1-22	23-32		33+	1-22		23-32	33+		
English											
Mathematics											
Science											
Social Science											

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/12/2018*

**Academic Counselors and Other Support Staff (School Year 2016—17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/12/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015—16)**

Note: "School Site" data below are ICEFwide figures.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9992.0	\$2357.0	\$7635.0	\$52218.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-34.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	14.9%	-41.1%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

**Teacher and Administrative Salaries (Fiscal Year 2015—16)****ICEF Public Schools**

Beginning Teacher Salary \$39,800

Mid-Range Teacher Salary \$56,564

Highest Teacher Salary \$73,328

Average Principal Salary (Elementary) \$96,000

Average Principal Salary (Middle) \$95,833

Average Principal Salary (High) \$98,500

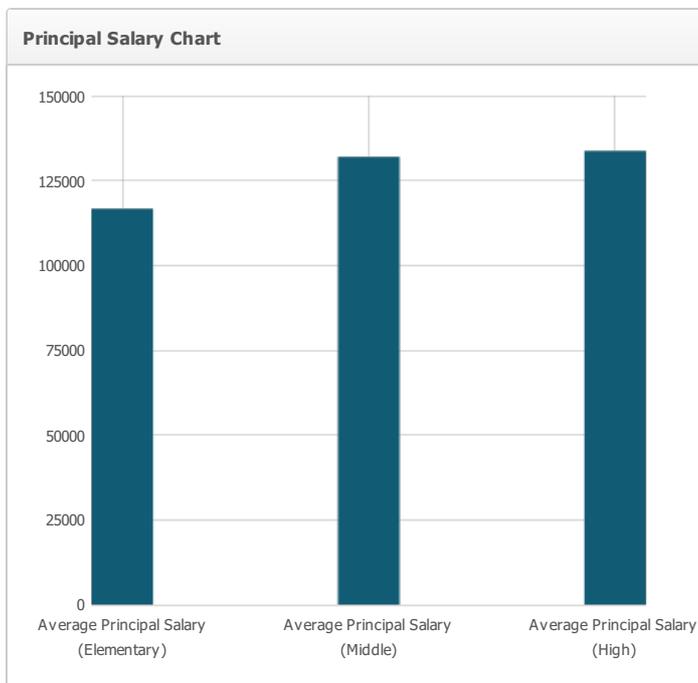
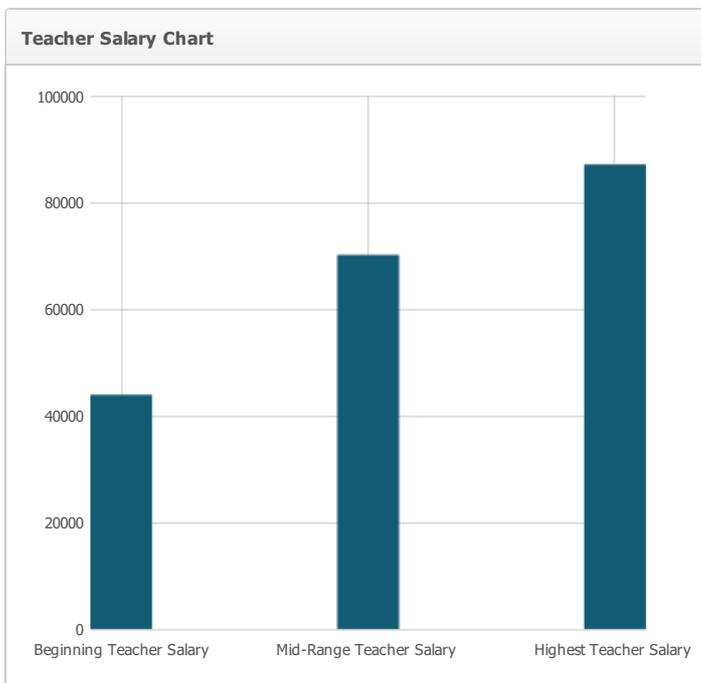
Percent of Budget for Teacher Salaries 27%

Percent of Budget for Administrative Salaries 10%

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448

Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/12/2018

## Professional Development

### Professional Development

**Prior to School Opening (10 days total):** In 2017-2018, prior to school opening in the Fall, ICEF teachers, and school leaders participate in a five day Summer Institute led by the ICEF Academic Team. The Summer Institute for teachers consisted of workshops designed to help team members have a clear understanding of the ICEF Teacher Effectiveness Framework, Common Core State Standards, effective instructional practices, curriculum implementation, classroom management strategies, ICEF Instructional Elements, and culturally responsive pedagogy. Teachers then spent 5 more days receiving professional development at their school sites focused many of the same topics.

**Early Release Days:** All schools dismiss students at 12:30pm on Wednesdays to provide time for teachers to collaborate within and across grade levels and content areas. Professional development is focused on the Common Core State Standards, curriculum implementation, data analysis, and the ICEF Teacher Effectiveness Framework. Workshops are led by Academic Team members, school site Instructional Leadership Teams, and Teacher Leaders.

**Data Days (3 days total):** In 2017-2018 school year, all ICEF teachers and administrators met to review interim assessment data three times during the year during ICEF-wide Data Days. During these data review days, teachers meet with their school sites and with their content areas to analyze student interim assessment results. Assessments are administered in grades K-12 across all core content areas. The Home Office supports schools by consolidating results and providing technical support during the administration of the assessments.

**Leadership Retreat and Monthly Principal Meetings (12 days total):** According to research conducted by Paul Bambrick-Santoyo, as well as research from the Wallace Foundation, school success is highly contingent upon the Principal's effectiveness as an instructional leader. An effective instructional leader focuses on high leverage practices that keep a laser sharp focus on instruction – data analysis, lesson observation and feedback, curriculum planning, providing effective professional development, managing student and staff culture, and developing strong instructional leadership teams. Professional Development for Principals is focused on these high leverage practices. Principals, Assistant Principals, Instructional Specialists, and Teacher Leaders participated in a three-day Leadership Retreat focused on creating a culture of excellence where they enhanced their leadership practices and developed school-wide goals. This group of School Leaders also participate in monthly professional development workshops, which include classroom learning walks, critical inquiry and consultancies to help them become more effective Instructional Leaders.

**Teacher Evaluation and Coaching Process:** Teachers are monitored through multiple informal observations and at least one formal observation using the ICEF Teacher Effectiveness Framework. This framework is based on the work of the College Ready Promise and the Framework for Effective Teaching developed by Charlotte Danielson. At the beginning of the academic year, teachers meet with immediate supervisors to set goals and create a Professional Learning Plan (PLP) aligned to indicators on the Teacher Effectiveness Framework. Teachers are scored on a points system, consisting of one scheduled formal observation, two-four unscheduled informal observations, and a scorecard covering professional responsibilities and effective teaching practices that may not be evident during an observation. Coaching conversations are held following each formal and informal observation. In these conversations, teachers complete lesson reflections and work with their school leader on next steps that are aligned to effective performance in an identified area of need. Data from the process is collected throughout the year to help drive professional development at school sites and ICEF-wide.

Last updated: 1/12/2018