

Integrity Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/fg/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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Integrity Charter School |
| Street | 701 National City Blvd. |
| City, State, Zip | National City, CA 91950 |
| Phone Number | 619-336-0808 |
| Principal | Dr. Susie Fahey |
| Email Address | sfahey@integritycharterschool.net |
| Website | https://www.integritycharterschool.net |
| County-District-School (CDS) Code | 37-68221-0101360 |

| Entity | Contact Information |
|----------------|--------------------------|
| District Name | Integrity Charter School |
| Phone Number | 619-336-7500 |
| Superintendent | Dr. Leighangela Brady |
| Email Address | lbrady@nsd.us |
| Website | www.nsd.us/ |

School Description and Mission Statement (School Year 2019-20)

Mission Statement

Integrity Charter School's mission is to provide educational choice to parents of children in grades K-8 in National City, CA and the neighboring area. Integrity Charter school will equip students with strong skills in reading, writing and mathematics as well as the skills necessary to become caring, courteous, responsible, respectful, and civic-minded adults. By providing a small school environment and through partnerships with the home and community, Integrity Charter School will enable students to be successful leaders of their family, school and community.

Integrity Charter School offers a site-based education program for students in Kindergarten to Eighth grade in the National School District and surrounding areas. The school districts in the Southern part of San Diego County contain the largest percentage of Hispanic students, with some African American, Asian, and a minority of Caucasian students. The National School District is primarily composed of middle and lower socioeconomic minority students. Sixty three percent of the population is Hispanic, 5% African American, 18% Asian, 12% White, and 5% are from two or more ethnic backgrounds. Family households comprise 70% of the population and 51% of households have children under the age of 18. Less than thirty-four percent of housing is owner occupied. Average income is \$53,482 and median income is \$39,517. 25% of National City's population lives below the poverty level. 71% of families speak a language other than English at home.

Throughout time, societies have recognized the need to educate the coming generation of adults to pass on knowledge and skills. Recorded history from long before the present era, emphasizes that education must also develop character. We believe the development of a child's character to be the shared responsibility of parents, teachers and members of the community, who come together to support the whole child.

Integrity's students practice five core values that reflect a child's ability to become self-motivated, competent, and lifelong learners. The core anchors focus on the skills that are necessary to become caring, courteous, responsible, respectful and civic minded adults. In school, a person's core values must be approached comprehensively to include the emotional, intellectual and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for our core values to become a part of a student's beliefs and actions.

Integrity Charter School uses a Balanced Approach to Literacy using standards based Integrated Units of Study. A State Adopted Mathematics Program is used to instruct students in Mathematics. Integration of Social Studies/History and Science in the Standards align the Units of Study.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 42 |
| Grade 1 | 38 |
| Grade 2 | 44 |
| Grade 3 | 42 |
| Grade 4 | 38 |
| Grade 5 | 50 |
| Grade 6 | 41 |
| Grade 7 | 24 |
| Grade 8 | 26 |
| Total Enrollment | 345 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.3 |
| Filipino | 2.9 |
| Hispanic or Latino | 91.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 2 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 90.1 |
| English Learners | 57.7 |
| Students with Disabilities | 6.7 |
| Homeless | 15.1 |

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

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 22 | 23 | 30 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: May, 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------|--|
| Reading/Language Arts | Reading and Writing Project - Units of Study - A workshop curriculum/ 2019 | Yes | 0 |
| Mathematics | K-2 Grades K-2 Expressions (Houghton Mifflin Hartcourt) 2017/ 3-6 Grades Envision Math (Pearson)/2017 7-8th Grade California Glencoe math Course 2 & 3 (McGraw Hill)/2017 | Yes | 0 |
| Science | NGSS Science Standards Integrated Units of Study - GLAD | No | 0 |
| History-Social Science | K-6th McGraw Hill Social Studies 7th Grade History Alive - The Medieval World 8th Grade History Alive - The United States Through Industrialism Integrated Units of Study - GLAD | No | 0 |
| Health | Teacher created Units based on State Standards | Yes | 0 |
| Visual and Performing Arts | Teacher created Units based on State Standards | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Integrity Charter School (ICS) is committed to maintaining a safe and secure campus for all of its pupils and staff. This School Safety Plan outlines and describes Integrity Charter School's policies and expectations regarding the practices of its school ensuring the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that allows for learning.

Integrity Charter School is located in the heart of downtown National City at 701 National City Boulevard with a second campus located at 1430 D Street, National City, CA. The building located on 701 National City Blvd is a parking structure with space on the first floor for the school. The school has 11,500 square feet of space. The space consists of 11 classrooms, a multipurpose room which serves as the cafeteria, a kitchen, restrooms for students and staff, 2 resource rooms for small group instruction, and administrative offices. The building was originally a satellite site for Southwestern Community College's dental assistant training program. The building was completely renovated to meet the needs of Integrity Charter School. The entire building is new except for the main corridor and the student restrooms. The 1430 D Street site is located at the Boys and Girls Club of Greater San Diego, National City Branch. Here we occupy 6 classrooms (K-2), cafeteria and playground area.

The building is maintained by our custodial staff which consists of a full time day custodian and a part-time night custodian. Our custodial staff cleans all classroom daily in order to maintain a healthy environment for our students. Students are dropped off and picked up at school in the parking garage on the first floor. Certain parking spaces are reserved and used only for student drop off and pick up. Students are kept safe from street traffic in this area. The building is secure and monitored by both alarms and cameras for student safety.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December, 2019

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

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 44 | 45 | 43 | 43 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 40 | 49 | 33 | 33 | 38 | 39 |

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 219 | 214 | 97.72 | 2.28 | 45.07 |
| Male | 112 | 109 | 97.32 | 2.68 | 47.22 |
| Female | 107 | 105 | 98.13 | 1.87 | 42.86 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 203 | 198 | 97.54 | 2.46 | 44.16 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 200 | 195 | 97.50 | 2.50 | 44.33 |
| English Learners | 165 | 162 | 98.18 | 1.82 | 39.75 |
| Students with Disabilities | 21 | 19 | 90.48 | 9.52 | 16.67 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | 31 | 29 | 93.55 | 6.45 | 44.83 |

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 219 | 216 | 98.63 | 1.37 | 48.58 |
| Male | 112 | 110 | 98.21 | 1.79 | 47.71 |
| Female | 107 | 106 | 99.07 | 0.93 | 49.51 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 203 | 200 | 98.52 | 1.48 | 47.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 200 | 197 | 98.50 | 1.50 | 47.42 |
| English Learners | 165 | 164 | 99.39 | 0.61 | 43.13 |
| Students with Disabilities | 21 | 19 | 90.48 | 9.52 | 13.33 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Homeless | 31 | 29 | 93.55 | 6.45 | 39.29 |

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| 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 | The 2018-19 PFT data has not | The 2018-19 PFT data has not | The 2018-19 PFT data has not |
| 7 | The 2018-19 PFT data has not | The 2018-19 PFT data has not | The 2018-19 PFT data has not |
| 9 | The 2018-19 PFT data has not | The 2018-19 PFT data has not | The 2018-19 PFT data has not |

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

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 2019-20)

Parents play an active role in the governance of Integrity Charter School as members of the governing board and school site council. Parents are invited to participate as classroom volunteers, and are asked to serve on school fund raising and activity planning committees. Parents are encouraged to participate in our many family activities such as:

- Back to School Night
- Winter Concert
- English Learner Advisory Committee
- Student Showcase
- Parent Information Nights
- Family Friday each month
- School Advisory Committee
- Parent Volunteer Opportunities

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.1 | 0.3 | 0.8 | 2.6 | 1.5 | 1.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Integrity Charter School by parents, students and staff. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in November 2019, and is shared with school staff throughout the year at faculty meetings.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The school, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. Integrity Charter School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding Integrity Charter Schools policies concerning anti-bullying and harassment.

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 | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 19 | 2 | | | 20 | 2 | | | 21 | 1 | 1 | |
| 1 | 24 | | 2 | | 21 | | 2 | | 20 | 2 | | |
| 2 | 22 | | 2 | | 20 | 1 | 1 | | 22 | | 2 | |
| 3 | 23 | | 2 | | 19 | 2 | | | 21 | | 2 | |
| 4 | 21 | 1 | 1 | | 24 | | 2 | | 19 | 2 | | |
| 5 | 27 | | 1 | | 21 | 1 | 1 | | 25 | | 2 | |
| 6 | 26 | | 1 | | 25 | | 1 | | 21 | 1 | 1 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.9 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$321.41 | \$244.00 | \$7,223.00 | \$51,156.00 |
| District | N/A | N/A | | \$76,870.00 |
| Percent Difference - School Site and District | N/A | N/A | | -40.2 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -3.9 | -47.1 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Integrity Charter School receives Title I funds and provides students with the opportunity to receive after school tutoring. A after school program is in place with a partnership with the local Boys and Girls Club of Greater San Diego. In addition there are 2 reading teachers (one is employed part time) and a full time Instructional coach that are employed. Funds are also used to assist in the transportation costs of field trips for our students. Students are provided with opportunities to experience what they are learning by visiting museums, theaters, and other performances. Furthermore, other site fund

In addition to general fund state funding, Integrity Charter School receives state and federal categorical funding for special programs. For the 2018-2019 school year, Integrity Charter School received categorical and support programs funds for:

After School Extended Learning

State Lottery

- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- National Nutrition Program
- Title I, II, III

Charter School Facilities Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$48,104 | \$45,741 |
| Mid-Range Teacher Salary | \$68,585 | \$81,840 |
| Highest Teacher Salary | \$102,647 | \$102,065 |
| Average Principal Salary (Elementary) | \$126,006 | \$129,221 |
| Average Principal Salary (Middle) | \$0 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$200,349 | \$224,581 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Teacher Salaries | 36% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35 | 35 | 35 |

Professional development is an on-going process at ICS. The first 3 years as a school, professional training for the core programs at Integrity were provided by Developmental Studies Center. Developmental Studies Center(now Center for the Collaborative Classroom) continues to be a vital part of our school culture. We firmly believe in creating students who are responsible, respectful, caring, courteous and civic managed and The Caring Community is the vehicle for teaching students this.

All teachers are trained in GLAD and Quantum learning strategies and deliver their instruction using these strategies. In addition as part of our teacher evaluation system teachers set goals for professional development to improve their instruction.

Integrity Charter schools technology plan ensures teachers and students receive training in the ethical and proper use of technology. Technology use in the classroom is an important component to our professional development.

Teachers receive weekly Professional development. Every Wednesday afternoon is designated as professional development time. Teachers meet whole group, small group, in committees, and work collaboratively to discuss student progress. Teachers also meet in Unit Planning once a month, to look at student data to inform instruction and plan Units of Study. This planning time is lead by our school's instructional coach, Director and Director.