

Executive Summary School Accountability Report Card, 2007-08

Lake County International Charter School

Address: PO Box 984, 15872 Armstrong St Middletown, CA 95461

Principal: Karl Reichman

Phone: 707.987.3063

Grade Span: KG – 8th Grade

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Middletown is a rural community in the southeastern corner of Lake County, seventeen miles north of Calistoga and seventeen miles south of Clearlake. Lake County International Charter School ("LCICS") is a K-8 school of 103 students (2008 - 2009 school year) located on the corner of Armstrong and Jackson Street in Middletown, CA. We have two campuses across the street from each other 15872 Armstrong Street is where our office and the 3rd – 8th grade classes are held, and 15850 Armstrong Street serves our kindergarten – 2nd grade children. LCICS serves students from across Lake County.

Student Enrollment

Group	Enrollment
Number of students	106
African American	4
American Indian or Alaska Native	2
Asian	2
Filipino	1
Hispanic or Latino	12
Pacific Islander	1
White (not Hispanic)	85
Multiple or No Response	15
Socioeconomically Disadvantaged	55
English Learners	0
Students with Disabilities	9

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

LCICS is located on two campuses across the street from each other at 15872 & 15850 Armstrong Street in Middletown, CA 95461. The 15872 campus houses our office as well as the KG, 3rd – 8th grades, while the 15850 campus has been fully renovated and houses our lower grades library / media center, and since Feb of 2008 housed our 1st, 2nd grade classes

Repairs Needed

N.A.

Corrective Actions Taken or Planned

We are currently working on reorganizing our storage spaces. In the future we hope to reclaim the play yard, roto-til and plant hardy grass seed.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,431 ¹
District	\$5,431 ¹
State	\$4,743

* LCICS is its own District and Lea, except for SELPA

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	46%
Mathematics	27%
Science	%
History-Social Science	%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	752
Statewide Rank (from 2007 Base API Report)	720
2008-09 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	na

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card Reported for School Year 2007-08

Published During 2008-09

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. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.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

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 2008-09)

This section provides the school's contact information.

TABLE NAME: SchoolDetail

School		District	
School Name	LAKE COUNTY INTERNATIONAL CHARTER SCHOOL (LCICS)	District Name	MIDDLETOWN UNIFIED SCHOOL DISTRICT (MUSD)
Street	PO BOX 984, 15872 ARMSTRONG ST	Phone Number	707.987.4100
City, State, Zip	MIDDLETOWN, CA 95461	Web Site	http://www.musd.lake.k12.ca.us/homex.asp?Q=Homepage
Phone Number	707.987.3063	Superintendent	DR. K. OLSON
Principal	KARL REICHMAN	E-mail Address	kolson@musd.lake.k12.ca.us
E-mail Address	KREICHMAN@LCICS.ORG	CDS Code	17-64055

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

The mission of Lake County International Charter School is to educate students in grades K-8 to be literate, knowledgeable, principled, local, national, and global citizens. Students will participate in an enriched and nurturing learning environment that honors the whole child – intellectually, emotionally, creatively, physically, socially and culturally. LCICS students will become competent and self-motivated individuals with a commitment to life-long learning that enables them to reach their full potentials.

Opportunities for Parental Involvement (School Year 2007-08)

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

Lake County International Charter school encourages parents to be involved in their children's education. Prior to the opening of school we hold a Parent Orientation Evening, a Back-To-School-Night, Student Led Conferences take place at least twice per year and Parent Information Training Events covering various topics are offered.

As stated in our Parent Participation Handbook, Parent Handbook, parents are required to contribute 75 hrs of their time to school in a variety of capacities including classroom volunteer, field trip chaperoning, school site improvement, school community communications and newsletters, fundraising, or participation in the school's Charter Council (Board of Directors) or parent association. The Charter Council consists of parents, the administrator, and community members. The Charter Council meets twice per month.

In addition to the parent representation on the Charter Council, LCICS shall encourage and facilitate the development of a parent council to act in a fund raising to afford students of LCICS the opportunities of enrichment materials, field trips, assemblies and other supplemental activities to enhance the school experience. and in an advisory capacity to the Charter Council.. The Parent Teacher Council includes parents, The administrator, certified and classified faculty and staff, as well as community members The Council meets once per month or as needed. Interested persons are encouraged to contact the school office.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

TABLE NAME:

Grade Level	Number of Students
Kindergarten	19
Grade 1	15
Grade 2	12
Grade 3	10
Grade 4	11
Grade 5	7
Grade 6	11
Grade 7	12
Grade 8	9
Ungraded Elementary	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	106

[Student Enrollment by Group \(School Year 2007-08\)](#)

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

TABLE NAME:

Group	Percent of Total Enrollment
African American	4
American Indian or Alaska Native	2
Asian	2
Filipino	1
Hispanic or Latino	11
Pacific Islander	1
White (not Hispanic)	85
Multiple or No Response	15
Socioeconomically Disadvantaged	52
English Learners	0
Students with Disabilities	.08
n/a	n/a

[Average Class Size and Class Size Distribution \(Elementary\)](#)

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

TABLE NAME: ClassElm

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12*	1*			14.0	1*	12*		20	1		
1	7*	1*			13*	1*	7*		20	1		
2	7*	1*			6*	1*	7*		20	1		
3	7*	1*			7*	1*	7*		20	1		
4	9*	1*			5*	1*	9*		20	1		
5	8*	1*			7	1*	8*		20	1		
6	7*	1*			12*		7*		20		1	
K-3	15.5*	2			18.0	1	15.5		14	1		
3-4	-20.0	1*			20.0	1	20.0		20		1	
4-8					19.0	2	19.0		22		1	
Other	19.0	1*							n/a			

Note; *information may be incomplete or out dated. This is the current information as June 2007. In 05/06 and 06/07 we reported the average number of students in each grade.

For 07/08 we are reporting as follows: LCICS has multi grade classrooms: KG/1st, 1/2nd, 3/4th, 5/6th, and 7/8th.

The average classroom size as indicated above includes the total number of students in each multi-grade classroom.

[Average Class Size and Class Size Distribution \(Secondary\)](#)

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).

FILE NAME: ClassSec

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	5			20	4	1		20	4	1	
Mathematics	20	5			20	4	1		20	4	1	
Science	20	4	1		20	4	1		20	4	1	
Social Science	20	4	1		20	4	1		20	4	1	

LCICS has multi grade classrooms. With class size reduction our KG-6th grade classes average approximately 20 students, while our 7th, 8th grade class averages approximately 23 students.

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

LCICS has developed a safety plan with the collaboration of the Charter Council, administration, teachers, support staff, Red Cross, and our insurance carrier.
Our teachers have been trained in positive discipline. All staff have also taken First Aid and CPR. Teams of teachers and staff will be trained for emergency preparedness. Students are trained and practice emergency procedures as well. The Lake County Transit Company buses, which a number of our students utilize, are equipped with video cameras to monitor behavior and ensure safety. Staff and Aids are on duty before school, during breaks, at lunch and after school to help ensure the students' safety.
LCICS's facilities and campuses are a Drug Free Zone. Rules are strictly enforced. Safety procedures are in place to provide a safe environment for students to learn.

[Suspensions and Expulsions](#)

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

TABLE NAME: SuspenExpulsion

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	5	26	25	7.4	14.9	10.6
Expulsions	0	0	0	0.7	1.8	0.8

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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

LCICS rents the facility at 15872 Armstrong Street, and rented for ½ of the year from the Methodist Church across the street. We also purchased and then renovated the campus at 15850 Armstrong Street. As part of our Use Permit LCICS will be developing an engineering plan to build sidewalks and gutters, and traffic plan currently in progress.

School Facility Good Repair Status (School Year 2008-09)

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

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

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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		X		

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

TABLE NAME: TeachCred

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	5	5	6	101 *
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

* based upon MUSD Minnie Canyon Elementary School

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 school 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	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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

TABLE NAME: Core

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	0	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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.

TABLE NAME: Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	--
Library Media Teacher (Librarian)	0	--
Library Media Services Staff (paraprofessional)	0	--
Psychologist	0	--
Social Worker	0	--
Nurse	0	--
Speech/Language/Hearing Specialist	0	--
Resource Specialist (non-teaching)	.45	100%
Other	0	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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
Reading/Language Arts	1 textbook for each student + supplemental materials	0%
Mathematics	1 textbook for each student + supplemental materials	0%
Science	1 textbook for each student + supplemental materials	0%
History-Social Science	1 textbook for each student + supplemental materials	0%
Foreign Language	Supplemental material	--
Health	Supplemental material	--
Visual and Performing Arts	Na	
Science Laboratory Equipment (grades 9-12)	na	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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

TABLE NAME: Expend

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,167	\$736	\$5,431	\$36,600
District	---	---		\$48,857
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

Types of Services Funded (Fiscal Year 2007-08)

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

Classroom Aide through Title 1 and class size reduction funds.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

TABLE NAME: Salary

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,235	\$37,916
Mid-Range Teacher Salary	\$40,527	\$58,151
Highest Teacher Salary	\$49,781	\$75,396
Average Principal Salary (Elementary)	\$68,000	\$91,086
Average Principal Salary (Middle)	n/a	\$95,220
Average Principal Salary (High)	n/a	\$101,661
Superintendent Salary	n/a	\$136,091
Percent of Budget for Teacher Salaries	42.8	38.5%
Percent of Budget for Administrative Salaries	5.7	5.8%

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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page 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).

TABLE NAME: CstAll

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	44.4%	45.8%	56.9%	47	47	51	42	43	46
Mathematics	28.9%	25.0%	48.3%	41	42	41	40	40	43
Science	N/A	N/A	N/A	45	44	55	35	38	46
History-Social Science	N/A	N/A	N/A	31	34	39	33	33	36

CST Results by Student Group – Most Recent Year

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.

TABLE NAME: CstEth

Group *	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science *	History- * Social Science
African American	n/a	n/a		
American Indian or Alaska Native	n/a	n/a		
Asian	n/a	n/a		
Filipino	n/a	n/a		
Hispanic or Latino	n/a	n/a		
Pacific Islander	n/a	n/a		
White (not Hispanic)	59.6	48.9		
Male				
Female				
Economically Disadvantaged	53.6	42.9		
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		
Students Receiving Migrant Education Services	n/a	n/a		

* Due to the size of LCICS we do not have a significant number of students within these categories because fewer than 10 children may have taken the tests.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *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.*

TABLE NAME: Pft

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5*	N/A*
7	100%
9	N/A

* note: 10 or fewer students were tested scores are not show.
LCICS is a k-8th grade school – no 9th grade

X. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

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

TABLE NAME: ApiRank

API Rank	2005	2006	2007
Statewide	715	703	720
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

TABLE NAME: ApiChg

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	715	703	720	752
African American	0	0	2	
American Indian or Alaska Native	1	3	2	
Asian	0	0	0	
Filipino	0	0	1	
Hispanic or Latino	2	3	4	
Pacific Islander	0	0	1	
White (not Hispanic)	42	42	45	
Socioeconomically Disadvantaged	24	22	28	
English Learners	0	0	0	
Students with Disabilities	5	3	7	

Adequate Yearly Progress

The federal NCLB Act 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 (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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

TABLE NAME: AYP

AYP Criteria	School	District
Overall	YES	No
Participation Rate - English-Language Arts	YES	Yes
Participation Rate - Mathematics	YES	No
Percent Proficient - English-Language Arts	59.6%	No
Percent Proficient - Mathematics	48.3%	No
API	752	Yes
Graduation Rate	N/A	No

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

During the 2008-09 school year LCICS staff will meet every Wednesday afternoon from 1:00 pm – 4:00 pm for collaboration, staff development and school business as needed. Staff development on minimum days are dedicated to collaborative planning and reflection as well as classroom strategies that include but are not limited to International Baccalaureate Primary Years Program, California Standards, Differentiated Instruction, Positive Discipline and Non-violent Communications, and conflict resolution.

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.

Every teacher is expected to take advantage of extensive on-site training and professional development as well as to take advantage of professional growth opportunities offered by outside organizations such as the Lake County Office of Education, Middletown Unified School District, and Sonoma County Office of Education, as well as the International Baccalaureate Organization. Individual teachers and administrators may attend the National or California Charter School Conference and subject specific or and multi-subject conferences. LCICS is an active participant in the Beginning Teachers Program (BTSA) for the induction of new teachers. All newly credentialed LCICS teachers participate in this program.

LCICS is committed to continued staff development and curriculum improvement. The staff has regularly scheduled weekly meetings and a minimum of three staff development days that focus on Differentiated Instruction and how to implement this strategy into each classroom. Opportunities for professional growth are available to all teachers. Administrators are regularly trained for teacher evaluations.