

Lake County International Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

Ms. Gwendolyn Maupin-Ahern, Director

 Principal, Lake County International Charter

About Our 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 of about 80 students, located at 15850 and 15882 Armstrong St. in Middletown, CA. The campus serves students from across Lake County. The mission of LCICS 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 fullest potential.

Contact

*Lake County International Charter
15850 Armstrong St.
Middletown, CA 95461*

*Phone: 707-987-3063
E-mail: gwendolyn@lcics.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Superintendent	Catherine Stone
E-mail Address	catherine.stone@middletownusd.org
Web Site	www.middletownusd.org

School Contact Information (School Year 2016-17)	
School Name	Lake County International Charter
Street	15850 Armstrong St.
City, State, Zip	Middletown, Ca, 95461
Phone Number	707-987-3063
Principal	Ms. Gwendolyn Maupin-Ahern, Director
E-mail Address	gwendolyn@lcics.org
Web Site	http://www.lcics.org
County-District-School (CDS) Code	17640550108340

Last updated: 1/13/2017

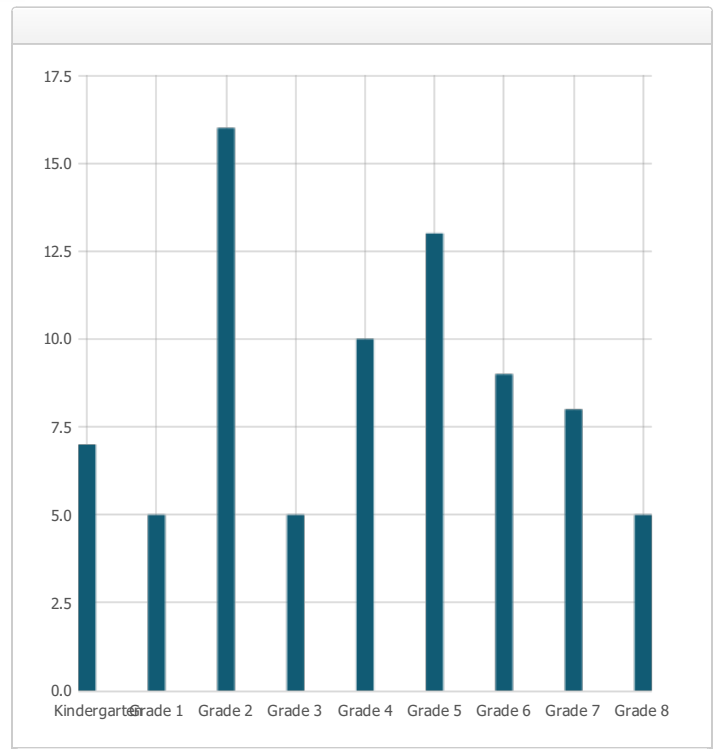
School Description and Mission Statement (School Year 2016-17)

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 with approximately 80 students, located at 15850 and 15882 Armstrong St. in Middletown, CA. The campus serves students from across Lake County. The mission of LCICS 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 fullest potential.

Last updated: 1/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	7
Grade 1	5
Grade 2	16
Grade 3	5
Grade 4	10
Grade 5	13
Grade 6	9
Grade 7	8
Grade 8	5
Total Enrollment	78



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	5.3 %
Asian	3.9 %
Filipino	1.3 %
Hispanic or Latino	9.7 %
Native Hawaiian or Pacific Islander	2.6 %
White	69.2 %
Two or More Races	29.4 %
Other	-28.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.0 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 1/27/2017

A. Conditions of Learning

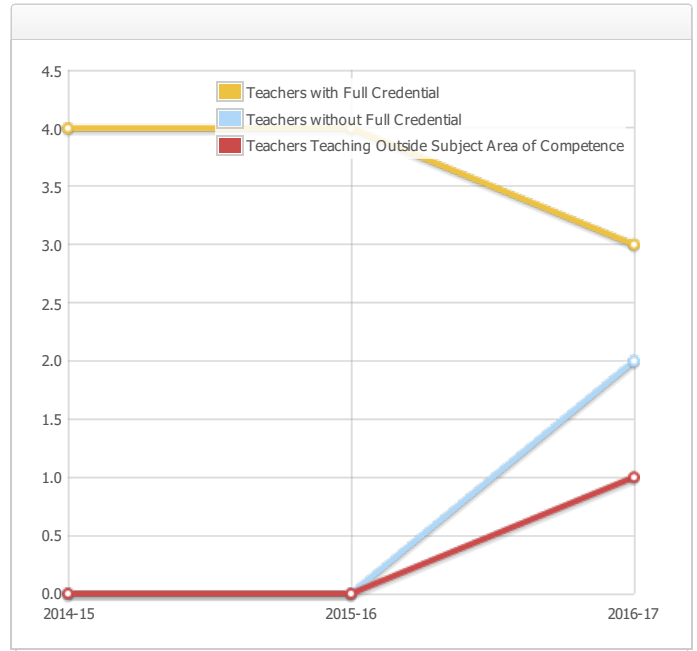
State Priority: Basic

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

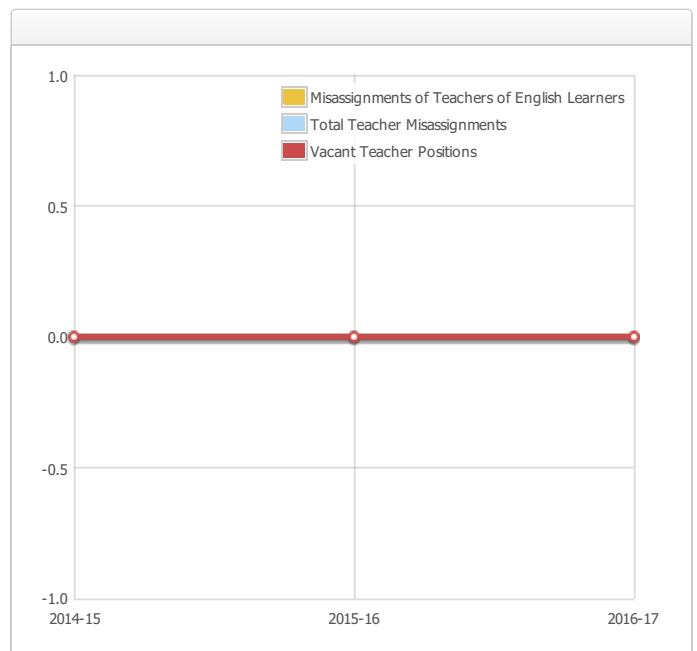
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	4	3	3
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 1/27/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	93.0%	0.0%
High-Poverty Schools in District		0.0%
Low-Poverty Schools in District		0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner Bloser Oxford Rigby Readers Amplify Various literature and leveled books Software: Starfall and various online programs.	Yes	0.0 %
Mathematics	Explorations in Core Math Envision Chicago Khan Academy Online sources	Yes	0.0 %
Science	Variety of sources, Non-text-book specific Khan Academy Foss kits	Yes	0.0 %
History-Social Science	TCI Various online sources	Yes	0.0 %
Foreign Language	Various sources		0.0 %
Health	Various sources		0.0 %
Visual and Performing Arts	Various sources		0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/27/2017

School Facility Conditions and Planned Improvements

The main school building is divided in to three combined grade classrooms composed of our K-5 student population. Our middle school (6th-8th grades) is housed in a newly purchase building across from the main campus.

Over the past three summers we have been able to replace our chain link fence with redwood, build and then upgrade our outdoor stage, enclose our raised bed gardens with wood fencing. We also replaced all of our windows and doors. In 2015 we replaced our kitchen equipment, added more garden areas and replaced the decomposed granite ground cover with turf.

In our new middle school building we have remodeled the bathrooms, repainted the interior and improved the plumbing. We continue to upgrade both facilities with the support of the facilities grants and this year with the prop. 39 funds which are expected to support the installation of all new heating and cooling systems, upgrade the lighting to broad spectrum sources and install solar panels.

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2016

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	Fair	We are expecting to replace the middle school buildings roof over the 2017 summer break.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Resurfacing of the middle school yard and continued efforts toward the installation of new play equipment.

Overall Facility Rate

Year and month of the most recent FIT report: January 2016

Overall Rating	Good
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Last updated: 1/27/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	42.0%	48.0%	48.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	45.0%	37.0%	36.0%	30.0%	34.0%	36.0%

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: 2/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	68.0%	60.0%	64.0%	64.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 2/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	20	19	95.0%	68.4%
Male	14	14	100.0%	64.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	15	93.8%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 2/17/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 2/17/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

LCICS encourages parents to be involved in their children’s education. Prior to the opening of the school we hold a Parent Orientation Evening, a Back-To-School-Night, and Parent/Student Led Conferences take place at least twice per year. We also hold many school and greater community events including fundraisers such as our annual Live and Give event, and Spaghetti Feast, as well as in house gatherings including our Science Fair, Career Day and International Day celebration. In addition, parents are always encouraged to help support classroom activities and help to chaperone on our many fieldtrips.

State Priority: Pupil Engagement

Last updated: 2/17/2017

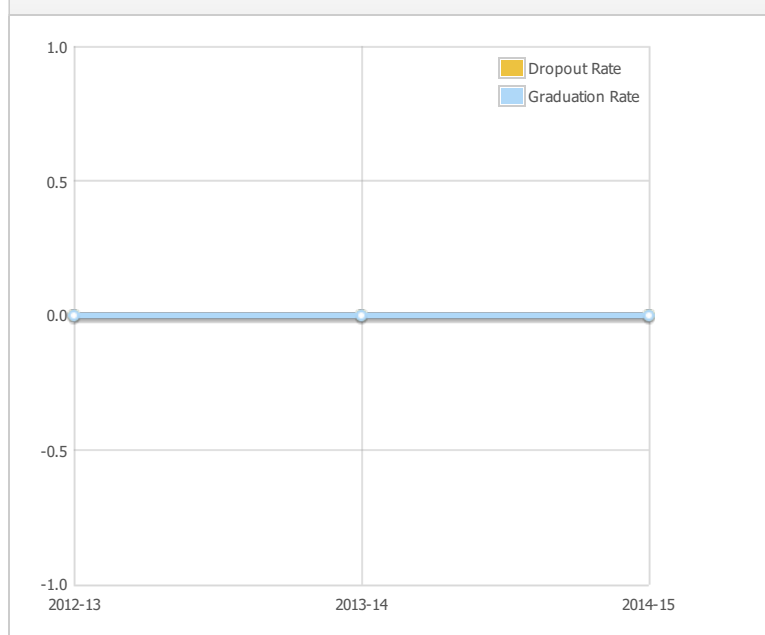
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	92.30	90.80	92.10	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



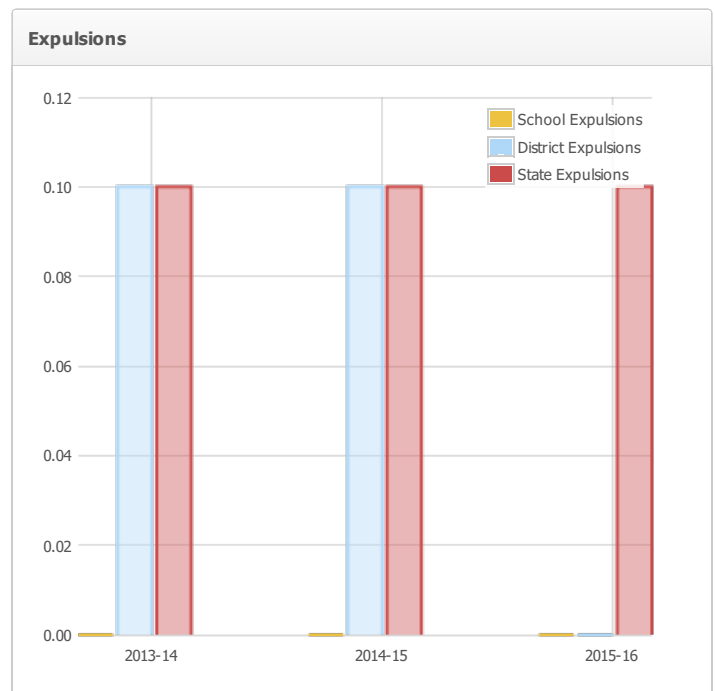
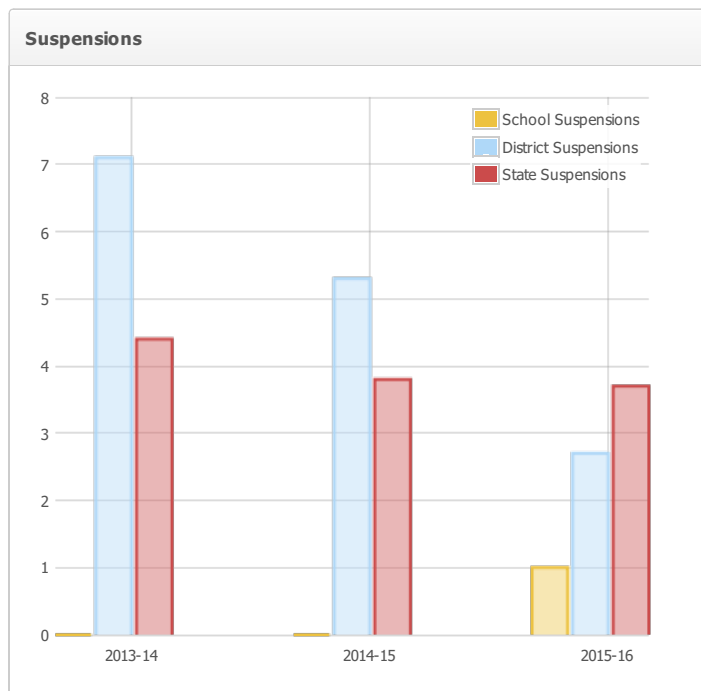
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	1.0	7.1	5.3	2.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 2/17/2017

School Safety Plan (School Year 2016-17)

LCICS safety plan is a collaboration of Charter Council, administration, teachers, support staff, Red Cross trainings and our insurance carrier. All of our teachers and most of our staff have received training in positive discipline techniques. All staff are current in First Aid and CPR. Teachers have received training in emergency preparedness and have information on site at their disposal. Emergency procedures and drills are practiced school wide on a regular basis. The Lake County Transit Company buses, which a number of our students utilize, are equipped with video camera 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 student's safety. LCICS is a drug free and smoke free campus. Rules are consistently explained and enforced. Safety procedures are in place to provide a safe environment for students to learn.

Last updated: 2/17/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	11.0	1	0	0	16.0	1	0	0				
1	11.0	0	0	0	0.0	0	0	0				
2	10.0	0	0	0	0.0	0	0	0				
3	10.0	0	0	0	12.0	1	0	0				
4	10.0	0	0	0	0.0	0	0	0				
5	10.0	0	0	0	17.0	1	0	0				
6	10.0	0	0	0	0.0	0	0	0				
Other	10.0	2	0	0	0.0	0	0	0				

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

Last updated: 2/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$60924.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	--	--

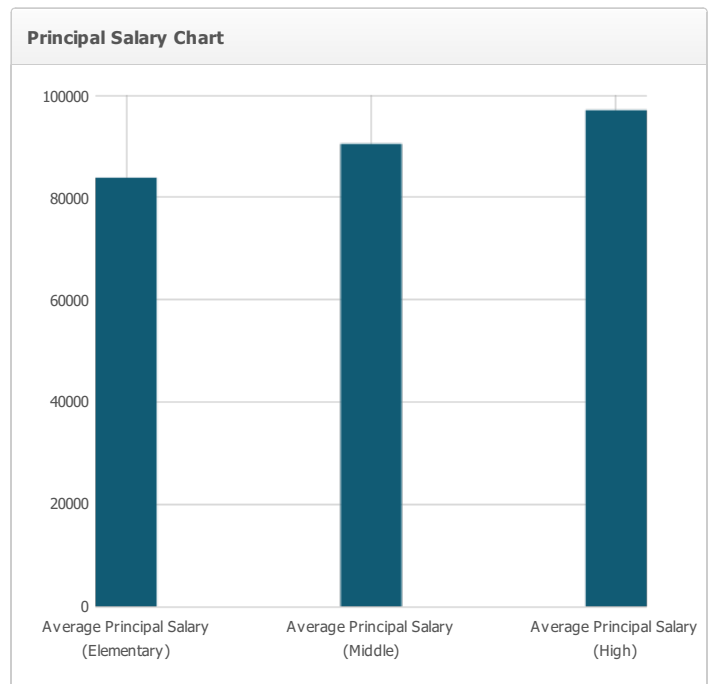
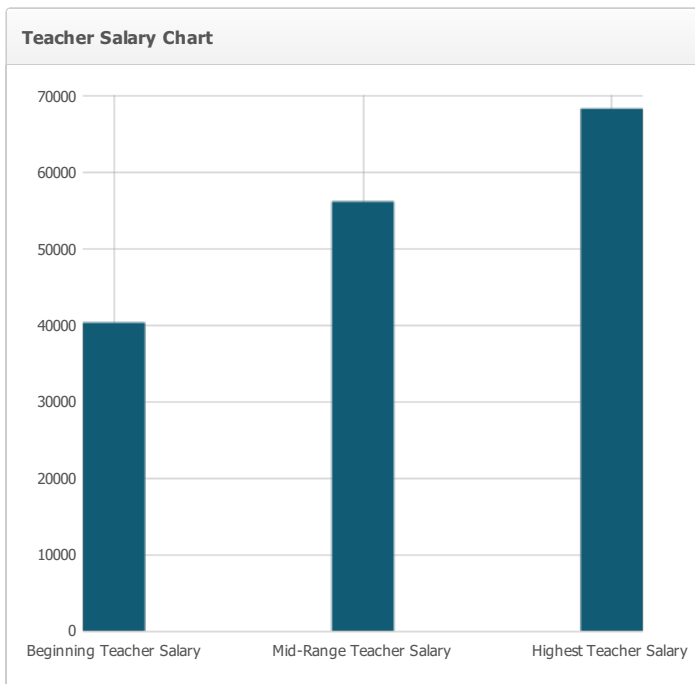
Note: Cells with N/A values do not require data.

Last updated: 3/10/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$40,430
Mid-Range Teacher Salary	\$56,106	\$58,909
Highest Teacher Salary	\$68,243	\$77,358
Average Principal Salary (Elementary)	\$83,840	\$94,634
Average Principal Salary (Middle)	\$90,476	\$97,839
Average Principal Salary (High)	\$97,065	\$100,453
Superintendent Salary	\$144,970	\$123,728
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 3/10/2017

Professional Development

LCICS is committed to continued staff development and curriculum improvement. The Charter school staff have regularly scheduled meetings at least twice per month and a minimum of 4 professional development days each year that focus on differentiated instruction and how to implement such strategies into each classroom. All staff members also participate in Positive Discipline trainings. 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.

Last updated: 3/10/2017