

# Mt. Lassen Charter School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <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/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 <http://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

#### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mt. Lassen Charter School
Street	450 Cedar Street
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 252-4313
Principal	Amy Owens, Director
E-mail Address	aowens@fortsage.org
Web Site	mtlassencharterschool.com
CDS Code	18 75036 0121657

<b>District Contact Information</b>	
<b>District Name</b>	Fort Sage Unified School District
<b>Phone Number</b>	(530) 827-2129
<b>Superintendent</b>	Mike Altenburg
<b>E-mail Address</b>	maltenburg@fortsage.org
<b>Web Site</b>	www.fortsage.org

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

#### Mission Statement

Mt Lassen Charter (MLCS) is a TK-12 school which provides students an individualized, academically rigorous course of study using an independent study model. Instructional strategies are formulated to capitalize on each student's strength and learning style.

#### Director's Message

Mt. Lassen Charter School is a district dependent, independent study, public charter school. All educational resources are provided at no cost to each TK-12th grade student. Our school is unique in that we personalize our students' educational choices and offer a variety of instructional options and classes that are tailored to each student's needs and interests. Mt. Lassen Charter School offers blended instructional strategies. Students receive direct classroom instruction from highly qualified teachers, have access to online classes including A - G courses and the opportunity to take college course work at Lassen Community College and California State University, Chico. Additionally students may take advantage of credit recovery programs tailored to their specific needs. Mt. Lassen Charter has a fully equipped computer lab and on-site classroom. Students may participate in a variety of academic field trips and extracurricular activities. Each student's learning experience is customized by their teacher to maximize student engagement and success. This model benefits high-achieving students wishing to work ahead of a traditional classroom, as well as those at-risk students, needing special individualized attention. We strive to have a strong collaborative partnership with each student and parent in the school. We are here to serve each one of our students and offer meaningful academic support to the family.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	7
Grade 1	13
Grade 2	15
Grade 3	8
Grade 4	8
Grade 5	9
Grade 6	11
Grade 7	12
Grade 8	11
Grade 9	16
Grade 10	11
Grade 11	22
Grade 12	19
<b>Total Enrollment</b>	<b>162</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	3.1
Asian	1.2
Filipino	0
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	1.9
White	69.8
Two or More Races	3.1
Socioeconomically Disadvantaged	45.7
English Learners	4.3
Students with Disabilities	12.3
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13	13	8	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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	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.

**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	Not Taught by Highly Qualified Teachers
<b>This School</b>	49.7	50.3
<b>All Schools in District</b>	55.4	44.6
<b>High-Poverty Schools in District</b>	55.4	44.6
<b>Low-Poverty Schools in District</b>	0.0	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.

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

**Year and month in which data were collected:** November, 2016

Each pupil in the school district must have access to sufficient textbooks and instructional materials in Reading/Language Arts, Mathematics, Science, and History-Social Science. Textbooks are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. Common Core textbooks in Reading/Language Arts and Mathematics were adopted in 2015/2017. Mt. Lassen Charter utilizes a wide variety of curriculum in order to provide personalized learning which is tailored to each student's academic abilities and interests.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-8 Prentice-Hall Glencoe Pearson McGraw-Hill Sing, Spell, Read & Write OdysseyWare Step Up To Writing Houghton Mifflin Writeshop Workshop Easy Writing Easy Grammar Excellence in Writing  9-12 Houghton Mifflin Glencoe OdysseyWare Prentice Hall AGS Globe Fearon	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	K-8 McGraw Hill Houghton Mifflin Khan Academy Math U See HSP Math OdysseyWare Calvert Scott Foresman Holt McDougal Littell Teaching Textbooks Saxon Singapore Harcourt  9-12 McGraw Hill Khan Academy Scott Foresman OdysseyWare Holt McDougal Littell Saxon Teaching Textbooks	Yes	0
<b>Science</b>	K-8 Harcourt OdysseyWare Houghton Mifflin McGraw-Hill Glencoe Holt Foss  9-12 OdysseyWare Glencoe AGS Holt Globe Fearon Prentice Hall	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	K-8 OdysseyWare McDougal Littell McGraw-Hill Harcourt Houghton Mifflin Scott Foresman  9-12 Glencoe OdysseyWare AGS Holt Globe Fearon	Yes	0
<b>Foreign Language</b>	Rosetta Stone OdysseyWare	Yes	0
<b>Health</b>	Holt OdysseyWare Globe Fearon	Yes	0
<b>Visual and Performing Arts</b>	OdysseyWare Drawing Textbook Vendor Music and Art Classes	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Dissection Lab Kits Microscopes Scales		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mt. Lassen Charter School consists of one main site located in Susanville, CA.

The Susanville site is in a professional setting in good repair, located in a recently remodeled building. The entrance opens directly into a large main room, offering a computer lab and tutoring lab, with teacher's and secretary's stations. Adjacent to the main tutoring lab is a smaller tutoring lab staffed by two teachers. There is one student restroom and one staff restroom. An administrative office and teacher work station is in the back of the building, along with three conference rooms.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/16/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/16/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/16/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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 (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	38	32	27	29	44	48
<b>Mathematics</b>	15	15	12	14	34	36

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.

CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	17	15	88.2	13.3
	7	13	11	84.6	27.3
	8	14	14	100.0	35.7
	11	22	22	100.0	36.4
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	14	14	100.0	42.9
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Native Hawaiian or Pacific Islander	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	12	11	91.7	18.2
	7	--	--	--	--
	8	--	--	--	--
	11	16	16	100.0	50.0
<b>Two or More Races</b>	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>English Learners</b>	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Students with Disabilities</b>	4	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	17	15	88.2	6.7
	7	13	11	84.6	27.3
	8	14	14	100.0	14.3
	11	22	22	100.0	4.5
<b>Male</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	14	14	100.0	7.1
<b>Female</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>American Indian or Alaska Native</b>	8	--	--	--	--
	11	--	--	--	--
<b>Filipino</b>	11	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	12	11	91.7	9.1
	7	--	--	--	--
	8	--	--	--	--
	11	16	16	100.0	6.3
<b>Two or More Races</b>	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>English Learners</b>	6	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>Students with Disabilities</b>	4	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	52	47	45	48	48	45	60	56	54

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.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	41	38	92.7	44.7
Male	17	15	88.2	66.7
Female	24	23	95.8	30.4
White	32	30	93.8	50.0

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.

**Career Technical Education Programs (School Year 2015-16)**

Mt. Lassen Charter School does not conduct a formal Career Technical Education Program. Technical and vocational classes are offered, and students have the opportunity to participate in a variety of courses at Lassen Community College, including auto, wood, metal shop, and construction trades, etc. Extra-curricular vendors are also available with whom each student may participate.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	18
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	47.09
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**C. Engagement**

**State Priority: Parental Involvement**

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

### Parental Involvement:

Mt. Lassen Charter School is proud of the strong partnership shared between the school and the student's home. Parental involvement is welcomed and supported. Parents are encouraged to be actively involved in the education of their children, to take interest in their daily coursework, and attend school-wide events and activities. Teachers work closely with parents in order to ensure that educational goals are met for their children. Parental support and participation in Advisory Committee meetings is encouraged. Parents are welcome to attend field trips and school-wide activities such as: Back-to-School Night, Open House, and Cash for College Night, and other school-based activities. Parents are invited to contact Mt Lassen Charter to inquire about ways to become actively involved with school. Contact by telephone (530) 252-4313 or email aowens@fortsage.org.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (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
<b>Dropout Rate</b>	15.80	23.10	22.20	13.30	16.70	17.10	11.40	11.50	10.70
<b>Graduation Rate</b>	73.68	69.23	77.78	80.00	75.00	77.14	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	100	76	86
<b>Black or African American</b>	0	0	78
<b>American Indian or Alaska Native</b>	0	100	78
<b>Asian</b>	0	0	93
<b>Filipino</b>	0	0	93
<b>Hispanic or Latino</b>	0	75	83
<b>Native Hawaiian/Pacific Islander</b>	0	0	85
<b>White</b>	100	83	91
<b>Two or More Races</b>	0	0	89
<b>Socioeconomically Disadvantaged</b>	100	83	66
<b>English Learners</b>	0	0	54
<b>Students with Disabilities</b>	80	65	78

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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
<b>Suspensions</b>	0.0	0.0	0.0	9.4	2.3	8.9	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Mt. Lassen Charter School has one main site, which is kept in good repair with on-going maintenance and upkeep. The site has a single unlocked entrance to safely monitor all visitors. There are multiple exits which are kept locked to the outside for safety. The site is ADA accessible. Fire extinguishers are easily accessible and fire prevention/retardation precautions are taken. Fire and security alarms are in place.

Policies are in place to ensure that all students, staff, and visitors are safe. Students are supervised by staff at all times.

Training at in-service days, prior to the beginning of each school year, includes safety training. The school district contracts with Keenan & Associates, to provide updated, online training, on all aspects of maintaining a safe school. All teaching and office staff are certified in CPR and first aid. A crisis/evacuation plan is kept in each classroom and common areas.

The school district contracts with Lassen County Probation Department for attendance monitoring. Mt Lassen Charter has a close relationships with Lassen County's Sheriff Department, Child Protective Services, Susanville Police Department and the Susanville Fire Department. The fire department and local law enforcement agencies have provided on-site in-service to train the Mt. Lassen Charter School staff on relevant school safety and preparedness scenarios.

## 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	50.0

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

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

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	3	3										
1	2	2										
2	1	5										
3	1	5										
4	1	6										
5	2	4										
6	3	4										

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

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

Subject	2013-14			2014-15			2015-16					
	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	2	34			2	51			2	51		
Mathematics	2	34			2	50			2	50		
Science	2	29			2	41			2	41		
Social Science	2	28			2	45			2	45		

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist	.5	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,954	\$47	\$6,907	\$29,904
District	N/A	N/A	\$8,697	\$47,051
Percent Difference: School Site and District	N/A	N/A	-20.6	-36.3
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	47.3	-48.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

Fort Sage Unified School District uses LCFF dollars for the day to day operations of the district and each site. This includes teacher, administrative, and support staff salaries and benefits. The district also uses LCFF dollars to help support additional, optional, and special programs including athletics, extra-curricular events, special education, remedial programs, transportation, and cafeteria programs.

MLCS receives funds through Local Control Funding Formula as well. These monies are used for the day to day activities of the school, which includes salaries, textbooks, lease, and utilities. LCFF is also used for supplemental supplies and activities and allows the Charter School to fund programs and activities not always available at traditional schools. MLCS must spend 80% of revenues on instructional based items; teacher salaries, textbooks, instructional supplies and programs. The totals in the above chart are 2012/13 amounts, MLCS was still funded under the Charter Block Grant and Supplemental Block Grant during 2012/13. The switch to LCFF took place in 2013/14.

MLCS is a district dependent Independent Study based public Charter School.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$29,640	\$40,430
Mid-Range Teacher Salary	\$49,156	\$58,909
Highest Teacher Salary	\$64,215	\$77,358
Average Principal Salary (Elementary)		\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)		\$100,453
Superintendent Salary	\$109,094	\$123,728
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	9%	6%

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



**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>		N/A
<b>Fine and Performing Arts</b>		N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>		N/A
<b>Science</b>		N/A
<b>Social Science</b>		N/A
<b>All courses</b>		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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All Mt. Lassen Charter School staff participates in weekly staff development meetings. Most meetings focus on staff collaboration and sharing, based on all teachers sharing their expertise with the rest of the staff; and in-service trainings. A back to school training takes place prior to the start of school every August. Mt. Lassen Charter School participates in site-wide Professional Learning Community (PLC) trainings one-half day on a monthly basis. Teachers participate in the annual LCOE countywide Institute Day every other year and regularly scheduled Common Core training sessions. Additional professional development opportunities are provided for teachers and staff to participate and travel to other professional development training and conferences.