

Mt. Lassen Charter School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Mt. Lassen Charter School
Street	450 Cedar Street & 320 S. Main Street (Alturas)
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 252-4313
Principal	Amy Owens, Director
E-mail Address	aowens@fortsage.org
Web Site	
Grades Served	K-12
CDS Code	18 75036 0121657

District Contact Information	
District Name	Fort Sage Unified School District
Phone Number	(530) 827-2129
Superintendent	Patrick Condon
E-mail Address	pcondon@fortsage.org
Web Site	www.fortsage.org

School Description and Mission Statement (Most Recent Year)

Mission Statement

Mt. Lassen Charter School seeks to provide an individualized, quality course of study that is meaningful to each K-12 student by embracing the personalized learning approach which includes: giving families curriculum choices that best match their child's learning styles, engaging parents and guardians in learning right along with their children, offering classes and tutoring to all students, and demonstrating measurable academic growth, which promotes life-long learning and success.

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 K-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 Shasta Community College. 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 2014-15)

Grade Level	Number of Students
Kindergarten	11
Grade 1	14
Grade 2	2
Grade 3	10
Grade 4	14
Grade 5	12
Grade 6	10
Grade 7	16
Grade 8	16
Grade 9	10
Grade 10	23
Grade 11	24
Grade 12	17
Total Enrollment	179

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.8
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.6
White	83.2
Two or More Races	1.1
Socioeconomically Disadvantaged	44.7
English Learners	2.8
Students with Disabilities	8.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	11	13	
Without Full Credential	0	2	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	30.5	69.5
All Schools in District	38.9	61.1
High-Poverty Schools in District	38.9	61.1
Low-Poverty Schools in District	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 2015-16)

Year and month in which data were collected: January 2015

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. 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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 Glencoe OdysseyWare Prentice Hall AGS Globe Fearon	Yes	0
Mathematics	K-8 Khan Academy Math U See HSP Math OdysseyWare Calvert Scott Foresman Holt McDougal Littell Teaching Textbooks Saxon Singapore Harcourt 9-12 Khan Academy Scott Foresman OdysseyWare Holt McDougal Littell Saxon Teaching Textbooks	Yes	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mt. Lassen Charter School consists of two sites. The home site is located in Susanville, CA.

The Susanville site is a professional setting in good repair, located in a newly 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. There is an adjoining copier room with shared kitchen amenities. There is one student restroom and one staff restroom. An administrative office is in the back of the building, along with four conference rooms.

The Alturas site is a professional setting in good repair. The Main Street entrance opens directly into a large main room used for classes, tutoring, as well as the teacher's and secretary's stations. The middle room serves for semi-private meetings and a quiet work space. A large bathroom and work room with kitchen sink and refrigerator is adjacent to the back exit.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/8/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 1/8/16				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	26	44
Mathematics	15	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	9	9	100.0	--	--	--	--
	4	14	9	64.3	--	--	--	--
	5	12	7	58.3	--	--	--	--
	6	10	6	60.0	--	--	--	--
	7	16	12	75.0	42	25	25	8
	8	21	17	81.0	29	35	24	12
	11	23	20	87.0	20	35	30	15
Male	3		5	55.6	--	--	--	--
	4		5	35.7	--	--	--	--
	5		3	25.0	--	--	--	--
	6		5	50.0	--	--	--	--
	7		3	18.8	--	--	--	--
	8		8	38.1	--	--	--	--
	11		10	43.5	--	--	--	--
Female	3		4	44.4	--	--	--	--
	4		4	28.6	--	--	--	--
	5		4	33.3	--	--	--	--
	6		1	10.0	--	--	--	--
	7		9	56.3	--	--	--	--
	8		9	42.9	--	--	--	--
	11		10	43.5	--	--	--	--
Black or African American	8		1	4.8	--	--	--	--
	11		1	4.3	--	--	--	--
American Indian or Alaska Native	4		1	7.1	--	--	--	--
	5		1	8.3	--	--	--	--
	7		1	6.3	--	--	--	--
Hispanic or Latino	3		2	22.2	--	--	--	--
	5		2	16.7	--	--	--	--
	6		1	10.0	--	--	--	--
	7		1	6.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		3	14.3	--	--	--	--
	11		7	30.4	--	--	--	--
White	3		7	77.8	--	--	--	--
	4		8	57.1	--	--	--	--
	5		4	33.3	--	--	--	--
	6		5	50.0	--	--	--	--
	7		10	62.5	--	--	--	--
	8		11	52.4	27	36	18	18
	11		12	52.2	17	33	33	17
Two or More Races	8		2	9.5	--	--	--	--
Socioeconomically Disadvantaged	3		3	33.3	--	--	--	--
	4		6	42.9	--	--	--	--
	5		3	25.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		6	37.5	--	--	--	--
	8		8	38.1	--	--	--	--
	11		11	47.8	18	55	27	0
English Learners	5		1	8.3	--	--	--	--
	6		1	10.0	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	4.8	--	--	--	--
Students with Disabilities	6		0	0.0	--	--	--	--
	8		2	9.5	--	--	--	--
	11		2	8.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	9	8	88.9	--	--	--	--
	4	14	9	64.3	--	--	--	--
	5	12	7	58.3	--	--	--	--
	6	10	6	60.0	--	--	--	--
	7	16	12	75.0	50	33	8	8
	8	21	17	81.0	59	24	18	0
	11	23	19	82.6	68	21	11	0
Male	3		4	44.4	--	--	--	--
	4		5	35.7	--	--	--	--
	5		3	25.0	--	--	--	--
	6		5	50.0	--	--	--	--
	7		3	18.8	--	--	--	--
	8		8	38.1	--	--	--	--
	11		9	39.1	--	--	--	--
Female	3		4	44.4	--	--	--	--
	4		4	28.6	--	--	--	--
	5		4	33.3	--	--	--	--
	6		1	10.0	--	--	--	--
	7		9	56.3	--	--	--	--
	8		9	42.9	--	--	--	--
	11		10	43.5	--	--	--	--
Black or African American	8		1	4.8	--	--	--	--
	11		1	4.3	--	--	--	--
American Indian or Alaska Native	4		1	7.1	--	--	--	--
	5		1	8.3	--	--	--	--
	7		1	6.3	--	--	--	--
Hispanic or Latino	3		1	11.1	--	--	--	--
	5		2	16.7	--	--	--	--
	6		1	10.0	--	--	--	--
	7		1	6.3	--	--	--	--
	8		3	14.3	--	--	--	--
	11		7	30.4	--	--	--	--
White	3		7	77.8	--	--	--	--
	4		8	57.1	--	--	--	--
	5		4	33.3	--	--	--	--
	6		5	50.0	--	--	--	--
	7		10	62.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		11	52.4	55	27	18	0
	11		11	47.8	55	27	18	0
Two or More Races	8		2	9.5	--	--	--	--
Socioeconomically Disadvantaged	3		3	33.3	--	--	--	--
	4		6	42.9	--	--	--	--
	5		3	25.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		6	37.5	--	--	--	--
	8		8	38.1	--	--	--	--
	11		10	43.5	--	--	--	--
English Learners	5		1	8.3	--	--	--	--
	6		1	10.0	--	--	--	--
	7		1	6.3	--	--	--	--
	8		1	4.8	--	--	--	--
Students with Disabilities	6		0	0.0	--	--	--	--
	8		2	9.5	--	--	--	--
	11		2	8.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	52	47	51	48	48	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Students at the School	47
Male	56
Female	--
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	60
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	35
Foster Youth	--

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 2014-15)

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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	31
% 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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	47.09
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	12.5

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	63	74	43	42	49	45	57	56	58
Mathematics	75	42	30	55	51	41	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	30	15	59	28	13
All Students at the School	57	30	13	70	22	9
Male	50	36	14	64	21	14
White	44	44	13	56	31	13
Socioeconomically Disadvantaged	60	33	7	80	20	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent 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.

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 (Most Recent Year)

Parental Involvement:

Mt. Lassen Charter School is proud of the strong partnership that it shares between the school and the student's home. Parental involvement is strongly welcomed and supported. Parents are encouraged to be highly 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 the parents, in order to ensure that all educational goals are met for their children. There is strong parental support and participation on our Advisory Committee, which meets on a monthly basis to support the overall needs of the school. Our parents also enjoy attending the monthly field trips and school-wide activities such as: Back-to-School Night, Open House, College Night, the annual Thanksgiving potluck and other holiday-based activities, and our beautiful, end-of-the-year graduation ceremonies. We are proud of the parent support that we had on our school trip to Washington D.C. and New York City. Parents are highly involved in the activities of Mt. Lassen Charter School and we greatly appreciate their support!

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	15.80	23.10	15.60	13.30	16.70	13.10	11.40	11.50
Graduation Rate	100.00	73.68	69.23	81.25	80.00	75.00	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	80	77.27	84.6
Black or African American			76
American Indian or Alaska Native		50	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	100	100	81.28
Native Hawaiian/Pacific Islander			83.58
White	77.78	78.95	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		33.33	61.28
English Learners			50.76
Students with Disabilities	100	85.71	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	19.16	9.38	2.26	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Mt. Lassen Charter School has two sites, which are kept in good repair and are kept safe with on-going maintenance and upkeep. Each site has a single unlocked entrance to safely monitor all visitors. There are multiple exits which are kept locked to the outside for safety. Both sites are 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 not allowed to be without staff supervision.

Training at in-service days, prior to the beginning of each school year, includes safety training and safety plans. 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/emergency plan is kept in each classroom.

The school district contracts with Lassen County Probation Department for attendance monitoring as well as behavioral/law counseling. The school district has close relationships with Lassen County's Sheriff Department and Child Protective Services.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		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	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	1	4			3	3						
1	1	5			2	2						
2	2	4			1	5						
3	2	6			1	5						
4	1	2			1	6						
5	2	4			2	4						
6	2	2			3	4						

Note: 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	2012-13			2013-14			2014-15					
	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	33			2	34			2	51		
Mathematics	2	27			2	34			2	50		
Science	2	27			2	29			2	41		
Social Science	2	30			2	28			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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
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 2013-14)

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	\$48,733
Percent Difference: School Site and District	N/A	N/A	-20.6	-36.3
State	N/A	N/A	\$5,348	\$59,460
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 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$29,640	\$38,953
Mid-Range Teacher Salary	\$49,156	\$57,103
Highest Teacher Salary	\$64,215	\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)		\$97,758
Superintendent Salary	\$106,990	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	9%	7%

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 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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. Fort Sage Unified School District offers district-wide Professional Learning Community (PLC) trainings every other Wednesday. Teachers participate in the annual LCOE countywide Institute Day and 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.