

# Mt Lassen Charter School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Mt Lassen Charter School
<b>Street</b>	450 Cedar Street
<b>City, State, Zip</b>	Susanville, CA 96130
<b>Phone Number</b>	(530) 252-4313
<b>Principal</b>	Amy Owens, Director
<b>Email Address</b>	aowens@fortsage.org
<b>Website</b>	mtlassencharterschool.com
<b>County-District-School (CDS) Code</b>	18 75036 0121657

Entity	Contact Information
<b>District Name</b>	Mt Lassen Charter School
<b>Phone Number</b>	(530) 827-2129
<b>Superintendent</b>	Christopher Bonn
<b>Email Address</b>	cbonn@fortsage.org
<b>Website</b>	www.fortsage.org

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

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### 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 providing access to curriculum using text books and web-based programs. Students receive direct 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, Butte 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 2018-19)

Grade Level	Number of Students
Kindergarten	7
Grade 1	6
Grade 2	2
Grade 3	6
Grade 4	7
Grade 5	8
Grade 6	4
Grade 7	12
Grade 8	11
Grade 9	17
Grade 10	14
Grade 11	11
Grade 12	15
<b>Total Enrollment</b>	<b>120</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	3.3
Filipino	0.8
Hispanic or Latino	13.3
White	73.3
Two or More Races	9.2
Socioeconomically Disadvantaged	40.8
English Learners	1.7
Students with Disabilities	7.5
Homeless	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	8	8	24
Without Full Credential	2	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

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

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 2015/2016. Pearson, History-Social Science for grades K-12 was adopted for the 2018/2019 school year. 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 HMH Journeys HMH Collections 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 HMH Collections Glencoe OdysseyWare Prentice Hall	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AGS Globe Fearon		
<b>Mathematics</b>	K-8 McGraw Hill My Math HMH Go Math 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
<b>History-Social Science</b>	K-8 Pearson	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	OdysseyWare McDougal Littell McGraw-Hill Harcourt Houghton Mifflin Scott Foresman  9-12 Pearson Glencoe OdysseyWare AGS Holt Globe Fearon		
<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)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system is functional and unobstructed. A new HVAC system was installed and inspected by the City of Susanville building inspector on August 6, 2019. Ed Staub preformed maintainance and safety check on propane system during September, 2019. The City of Susanville Fire Department conducted a fire safety inspection on October 4, 2019. No violations were found. The City of Susanville Fire Department provided training to all staff on November 15, 2019. Topics included fire drills, emergency evacuation, and the proper use of fire extinguishers.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	43	49	36	37	50	50
<b>Mathematics (grades 3-8 and 11)</b>	23	21	20	15	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	75	71	94.67	5.33	49.30
<b>Male</b>	27	27	100.00	0.00	33.33
<b>Female</b>	48	44	91.67	8.33	59.09
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	56	53	94.64	5.36	54.72



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	34	31	91.18	8.82	38.71
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	71	94.67	5.33	21.13
Male	27	27	100.00	0.00	14.81
Female	48	44	91.67	8.33	25.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	56	53	94.64	5.36	20.75
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	34	31	91.18	8.82	6.45
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## Career Technical Education Programs (School Year 2018-19)

Mt. Lassen Charter School does not conduct a formal Career Technical Education Program on site. High school students take advantage of CTE course offerings through Lassen Community College. Sequenced/articulated classes that students frequently enroll in at Lassen Community College include welding, auto shop, and nursing. Additionally students have access to visual and performing arts classes available through vendors contracted by Mt Lassen Charter school.

## Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	48.33
2017-18 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	*	*	*
7	17.6	17.6	17.6
9	15.0	25.0	20.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. \* To protect confidentiality scores are not shown when the number of students tested is 10 or less

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 for their children are met. Parental support and participation in stakeholder meetings is encouraged. Parents are welcome to attend field trips and school-wide activities such as: Back-to-School Night, Open House, 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 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	10.5	0	5	8.3	3.1	8.6	9.7	9.1	9.6
Graduation Rate	89.5	93.3	95	88.9	93.8	91.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	5.4	5.8	8.0	3.6	3.5	3.5
<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 2019-20)

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 certificated 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.

It is Mt Lassen Charter School's goal to create a physically, socially, and emotionally safe learning environment for all students, staff, and parents. We have a District Safe School Plan. Mt Lassen Charter conducts fire, and disaster drills as required. Staff members participate in on-going training in disaster preparedness. Diagrams are posted in each classroom for emergency evacuation. Lock down procedures are consistent with other schools in Lassen County.

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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									4	2		
Other**	4	2							5	2		

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

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

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	2	33			3	31			3	29		
Mathematics	2	33			2	30			2	31		
Science	2	21			2	26			2	31		
Social Science	2	23			2	31			3	35		

\*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.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,415	\$47	\$6,462	\$62,560
District	N/A	N/A	\$13,721	\$53,715.78
Percent Difference - School Site and District	N/A	N/A	-71.9	15.2
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-9.8	-1.6

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

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

## Types of Services Funded (Fiscal Year 2018-19)

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. Charter school expenditures are detailed in the LCAP.

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$43,574
Mid-Range Teacher Salary	\$	\$63,243
Highest Teacher Salary	\$	\$86,896
Average Principal Salary (Elementary)	\$	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$	\$136,125
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	7	10.5

Staff development is a crucial part of our school plan. Our teachers have attended professional development in areas such as California common core standards in Language Arts, Math, Social Studies and Science, as well as the use of technology in the classroom and other topics that teachers select to align with the needs of our students as determined by assessment data and observations. Mt. Lassen Charter School staff participate in weekly staff development meetings. Most meetings focus on staff collaboration and sharing of best practices for teaching the core subjects. Teachers are supported through in-class coaching by peers and teacher-principal meetings.