

Introduction:

LEA: Fort Sage Unified School District **Contact (Name, Title, Email, Phone Number):** Amy Owens, Director, aowens@fortsage.org, (530) 252-4313 **LCAP Year:** 2016/2017

Local Control and Accountability Plan and Annual Update Template

Mission:

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.

Vision:

To equip students to think critically across academic disciplines and social/cultural boundaries preparing individuals to live full and productive lives.

About us:

MLCS is a district dependent, independent study public charter school supported by Fort Sage Unified School District. We offer a variety of instructional options and classes that are tailored to each student’s needs and interests. An on-site tutoring lab is available for student use thirty-six hours per week staffed by fully credentialed teachers. High school students may concurrently take classes at the local community college and California State University, Chico. Additionally high school students have access to A-G courses in core academic and CTE subjects.

The curriculum utilized at MLCS is CCSS compliant. Two different CCSS math curriculums were adopted for use in the 2016/2017 instructional year. A K-12 CCSS English Language Arts curriculum will also be available for use in 2016/2017. Monthly STEAM field trips are offered to enrich student learning and are open to students and their families. Students are encouraged to participate in the Expanded Learning Opportunities offered by the Lassen County Office of Education.

MLCS operates two sites. One in Susanville (Lassen County) and one in Alturas (Modoc County). Both the Susanville and Alturas schools are housed in leased facilities. Due to the unique location of these schools, and being that they are leased, typical facility issues are mitigated. Working with our landlord plans are being made to add an additional classroom at the Susanville site to accommodate our increasing enrollment. Being an independent study program, suspension and expulsion rates are 0%, we do contract with Lassen County probation for truancy and other needs, if issues arise.

Family participation and engagement are strengths for MLCS. We prepare our students to live extraordinary lives.

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The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
WASC Stakeholder Meetings - August 12, 2015, March 2, 2016 May 11, 2016	Stakeholders including teachers, parents, students, district CBO and district superintendent participated in meetings discussing the LCAP. Input was gathered and consensus reached prior to incorporating the information into the LCAP narrative.
LCAP Staff Development Meetings - September 30, 2015, February 24, 2016, March 2, 2016	Teachers, classified staff, and administration were involved in discussions regarding the goals and action plan for the LCAP.
Public Hearing- June 27th, 2016. Fort Sage Unified School District 5:30 pm.	Public hearing will be held in conjunction with the FSUSD LCAP public hearing

Board Meeting - June 30th, 2016. Action to approve the 2016/2017 LCAP 5:30 pm.

Advisory Committee Meetings - January 6, 13, February 4, 25, March 10, April 25, 2016

Advisory Committee consists of parents, teachers, students, community members and district administration.

LCAP to be discussed in detail during the June 30th meeting.

Stakeholders participated in LCAP discussions. The following topics, recommendations, and ideas were included in the LCAP by stakeholder request. The tutoring program is well accepted, but they would like to see it expanded. A good variety of curriculum resources are available. MLCS will continue to grow this area and diversify. They would like to see increase of small group classes and communication with each student, parent, and teacher. Field trips will help to enrich the independent study experience.

Stakeholders expressed how challenging it is to have teachers highly qualified in all topics because of the variety of courses and grades they each teach. The idea was proposed to give teachers a chance to become HQ at the school's expense through the VPSS process.

Goal 2- Common Core State Standards. Stakeholders agree there is a need to incorporate CA State Standards. Current textbooks will be supplemented with Common Core materials and 2 separate common core math curriculums will be purchased so that families continue to have options.

Goal 3- WASC and Advisory committee will continue to function the way it did in 15/16.

Goal 4- MLCS will assess students in ELA and math each fall and spring using the CAASPP interim in the fall and the CAASPP in the spring. Other assessment programs will be researched and implemented to improve instructional strategies and student out comes.

Annual Update:

Work on the LCAP annual update was performed on the following dates: January 12, 15, 26, February 3, 5, 24, March 3, 8, April 8, 27, May 10, 13, June 1, 2, 2016. As sections were completed they were submitted to the Lassen County Office of Education Associate Superintendent for review.

Annual Update:

Teachers, classified staff, and administration were involved in discussions regarding the goals and action plan for the LCAP.

Stakeholders participated in LCAP discussions. The following topics, recommendations, and ideas were included in the LCAP by stakeholder request. The tutoring program is well accepted, but they would like to see it expanded. The tutoring lab hours have been extended to 36.5 hours per week. Additionally 3 hour of RTI ELA and 3 hours of RTI math were added to the weekly tutoring lab schedule. A wide variety of curriculum resources are available. MLCS will continue to grow this area and diversify. This year two

CCSS math curriculums were purchased as well as a CCSS K-12 ELA curriculum. Stakeholders would like to see increase of small group classes. Twelve weekly classes were scheduled to increase student engagement. These classes were well attended. Field trips will help to enrich the independent study experience. Monthly STEAM field trips were scheduled. One of the field trips was overnight to attend the Oregon Shakespeare festival.

Stakeholders expressed how challenging it is to have teachers highly qualified in all topics because of the variety of courses and grades they each teach. The idea was proposed to give teachers a chance to become HQ at the school's expense through the VPSS process. Emphasis was placed on teachers becoming HQ in math using VPSS during 2015/2016. Four teachers completed the tier 1 and tier 2 VPSS math course. Two additional teachers completed tier 1 VPSS math.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL 1:</p>	<p>Mt.Lassen Charter School will endeavor to provide all students individualized curriculum choices aligned with California State Standards for a broad course of study. All students will be taught by fully credentialed teachers. Students will have access to HQ teachers in all subject areas. Teachers will have the opportunity to become HQ in all subject areas they are teaching.</p> <p>2016-17 school year</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Identified Need :</p>	<p>Needs: Increase percentage of students scoring proficient or above in math and language arts. Parents and students were given a written survey during the spring of 2016. Based on the responses to the surveys an action plan was formulated to address areas of weakness. Parents need additional education to feel comfortable with CCSS. At weekly parent/ teacher/student meetings teachers will work with parents to answer their questions regarding CCSS curriculum and Smarter Balanced testing. Additional tutoring lab space is needed at the Susanville site. Working with a local contractor the landlord has agreed to build an addition onto the current building at the end of the 2016/2017 instructional year. Other common areas of concern identified will be brought to weekly staff meetings and parent advisory member meetings for discussion. Possible solutions to be implemented in the 2016/2017 school year. Metric: MAP Scores, Scantron Scores, CAASPP Scores FIT. Two CCSS math curriculums were purchased this year. GO Math a k-8 curriculum and My Math also k-8. Additionally new CCSS math was adopted 9-12. A kindergarten - twelfth grade English Language Arts CCSS curriculum (Journeys and Collections) has been adopted this fiscal year. CCSS text books will be adopted during the current adoption cycle until all subject areas have CCSS text books. Teacher in-service will be provided by the publishers for the recently adopted curriculum.</p>		
<p>Goal Applies to:</p>	<p>Schools: Charter-Wide Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>priority1 (A) 100% of certificated staff will be HQT in Multiple Subjects. priority1 (A) 90% of certificated staff will be HQT in Math. priority1 (B) 100% of students will have access to standards-aligned instructional materials. priority1(C) facility inspections will be conducted monthly. Routine maintenance will be completed in a timely fashion after each inspection. priority2 (A) 100% of students will have lesson plans that incorporate CCSS into daily exercises. priority 2 (B) 100% of English learners will have access to sheltered instruction and publisher provided support materials for purposes of acquiring content knowledge and developing English language skills priority7 (A) MLCS provides an inclusive and continuing course of study for grades 1 - 6 compliant with Ed. Code 51210 and an inclusive and continuing course of study for grades 7 - 12 compliant with Ed. Code 51220(a)-(i). priority 7 (B) Special attention is given when creating an educational plan for unduplicated students. Each student's particular circumstance will be evaluated before tailoring their educational plan. priority 7 (C)100% of Individualized curriculum plans will be tailored for students with exceptional needs.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Priority will be placed on properly credentialed, highly qualified applicants when recruiting certificated teaching</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All OR: _____</p>	<p>Recruitment, advertising, and public announcements 5000-</p>

<p>staff</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5999: Services And Other Operating Expenditures Base 500.00 Correspondence will take place with FSUSD and LCOE to ensure applicants meet all requirements 5000-5999: Services And Other Operating Expenditures Base 0.00</p>
<p>All teachers not currently HQ in ELA will have access to VPSS classes to become HQ for special settings.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>VPSS Courses 5000-5999: Services And Other Operating Expenditures Supplemental 3,500</p>
<p>All teachers will participate in professional development and PLC's to become more effective teachers.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Speaker or presenter for Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 District/Charter co-sponsored PLC's 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p>
<p>Full time teachers will be required to be at the school site from 8:00 am - 3:30 pm. Teachers will have a half hour duty free lunch.</p>	<p>Charter-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 4,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Supplemental 3,000</p>
<p>Monthly insurance inspections will be conducted at school sites. Necessary repairs will be completed in a timely manner. FIT inspections will be conducted 3 times per year.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>FIT inspections No additional costs</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All students will have access to CCSS aligned curriculum. Blended instructional strategies will be utilized when appropriate to improve student achievement.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum No additional costs
We will continue to use qualified cross-aged tutors to provide RTI in ELA and math.	Charter-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) academically at risk	Tutor salaries 2000-2999: Classified Personnel Salaries Supplemental \$7,500

LCAP Year 2:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	<p>Mt Lassen Charter School will provide all students a broad-based, rigorous, challenging CCSS aligned course of study. Supplemental instructional materials will be used to compliment CCSS adopted materials. Students will be provided blended instructional strategies including web-based curriculum, experiential curriculum, access to community college classes, California State University, Chico classes and appropriate technology to advance their academic progress. MLCS will strive to prepare students for college and career readiness.</p> <p>2016-17 school year</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
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Identified Need :	<p>Needs: MLCS will establish a method for calculating student performance as a combination of outcomes and percentage of students who meet or exceed grade-level standards. To improve student outcomes MLCS will have appropriately assigned teachers, provide students with CCSS curriculum-aligned instructional materials and maintain safe, clean and functional school facilities. Accurate tracking of English Language Learners is necessary for instructional practices and student reclassification rates. An extremely pressing need is to increase the internet band width at the Susanville site.</p> <p>Metric: SARC, WASC, Library Inventories, CAASPP, MAP, CELDT and percentage of students enrolled Community College classes and California State University, Chico classes.</p>
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Goal Applies to:	Schools: Charter-Wide	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>priority4 (A) MAP testing - a baseline for student assessment was established in fall 2015. K-11 grades students took the MAP assessment test in math, reading and language arts.</p> <p>priority4 (A) Performance on Standardized test: Since two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets.</p> <p>priority4 (B) There is no API data for 2015/2016</p> <p>priority4(C) 18% of high school students will complete UC or CSU entrance requirements or career technical education course work.</p> <p>priority4 (D) There is insufficient data to ascertain the percentage of English learners who have made progress toward English proficiency. Fall 2016 100% of English learners will be CELDT tested. This will provide year two of baseline data to monitor progress toward English proficiency.</p> <p>priority4 (E) There is insufficient data to ascertain reclassification rates.</p> <p>priority4 (F) There is insufficient data to ascertain if any students took advanced placement exams.</p> <p>priority4 (G) 20% of high school students will take the Lassen Community College preparedness assessment tests.</p> <p>priority 8 Pupil outcomes will be measured using CAASPP data, MAP data, Scantron Performance Assessment, daily work samples and assessments imbedded within the course curriculum.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Working with other educational agencies and private sector businesses MLCS will up-grade the internet band width at the Susanville site.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Text 4000-4999: Books And Supplies Base 60000.00 Supplemental Resources 4000-4999: Books And Supplies

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 8,000
English Learners will be administered the CELDT assessment annually in the fall.	Charter-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Base 3000.00
MLCS will provide supplemental materials to the recently adopted CCSS math and ELA curriculums to improve student understanding of concepts.	Charter-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with an active IEP</u>	Edmentum/Study Island 5000-5999: Services And Other Operating Expenditures Supplemental 600.00 OdysseyWare 5000-5999: Services And Other Operating Expenditures Base 5000.00 Teaching Textbooks 4000-4999: Books And Supplies Base 3000.00
K-8 and grade 11 students will be assessed twice yearly using the CAASPP interm test in the fall and the CAASPP in the spring.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assessment No additional costs
High school students will be encouraged to take advantage of the free tuition available at Lassen Community College. Students make take any class for which they meet all prerequisites. California State University, Chico also offers greatly reduced tuition to	Charter-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Access to college coursework No additional costs

high school students in their region.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 9-12 grade students	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Mt Lassen Charter School will provide all students a clean, safe and pleasing environment in which to learn. Parents will be encouraged to be actively engaged with their child's teacher and collaborate on curriculum choices and instructional strategies. 2016-17 school year	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Needs: Parental involvement is critical to the success of students on independent study. MLCS teachers meet with all parents regularly. Parents provide feedback through surveys, one-on-one conferences and small group meetings. Parents are reluctant to meet as a formalized group to set policy and direction for the school. Metric: Parent Meetings, surveys, FIT reports and AERIES data.
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Goal Applies to:	Schools: Charter-Wide Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	priority 3(A) Fort Sage Unified School District (FSUSD) actively encourages parents to be involved with their child's education. Mt Lassen Charter has an active parent advisory committee providing input on all aspects of the charter program. priority 3(B) Mt Lassen Charter has a dedicated teacher liaison to meet with parents of unduplicated students. The teacher liaison provides support for the parent and student to encourage participation in all aspects of school. priority 3(C) Parents of children with exceptional needs are encouraged to participate with their child, staff, and students in field trips, enrichment classes, tutoring sessions and extracurricular school activities. priority 5(A) 98% school unduplicated attendance rate. priority 5(B) 1.0 % chronic unduplicated absenteeism rate. priority 5(C) 0% middle school dropout rate. priority 5(D) 0% high school cohort dropout rate. priority 5(E) 100% high school cohort graduation rate. priority 6(A) 0% pupil suspension rate. priority 6(B) 0% pupil expulsion rate. priority 6(C) Parents, students, and staff will complete surveys to provide input on how to improve the school climate at MLCS.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Input will be actively sought from parents/guardians as teachers meet weekly with their families. Identified concerns will be brought to staff meetings and the parent advisory group for discussion. Solutions and/or policy changes resulting from the input will be implemented at the site level or as necessary be addressed by the Fort Sage Unified School District	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Transportation, room, and board 5000-5999: Services And Other Operating Expenditures Base 6000.00 Staff Compenstation 1000-1999: Certificated Personnel Salaries Base 1500.00 Snacks and other supplies 4000-4999: Books And Supplies Supplemental 500.00

board of trustees for action.		_ Other Subgroups: (Specify)	
Parents and students will each be given a survey in the spring of 2017 to gauge preceptions regarding school climate.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SurveyMonkey 5000-5999: Services And Other Operating Expenditures Base 250.00 Survey Material 4000-4999: Books And Supplies Base 200.00
As part of the twice yearly registration process parents/guardians and students will be made aware of the requirements of the Master Agreement before signing so they have a clear understanding of the scope of the MLCS independent study program.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Flyers, notices and mailings 4000-4999: Books And Supplies Supplemental 200.00 Refreshments 4000-4999: Books And Supplies Base 500.00
Monthly science, technology, engineering, art and math(STEAM) field trips will be offered to provide real life experiences for students and thier families.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time 1000-1999: Certificated Personnel Salaries Base On-going
Family of lower performing students will be strongly encouraged to attend all family engagement activities.	Charter-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Drawing to encourage attendance 4000-4999: Books And Supplies Supplemental 500.00 Letters home to each household 4000-4999: Books And Supplies Supplemental 200.00 Food for dinners 4000-4999: Books And Supplies Supplemental 1000.00

<p>Home visits will take place for those families that cannot make it to the school site for student/teacher meetings or tutoring. A staff member will be assigned to be in charge of communication between school & home and oversee home visits.</p>	<p>Charter-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 500.00 Stipend for At Risk 1000-1999: Certificated Personnel Salaries Supplemental 500.00</p>
<p>Teacher/parent trainings will take place to assist parents in how to help their students with school work..</p>	<p>Charter-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental 500.00</p>

LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

LCAP Year 3:

<p>Expected Annual Measurable Outcomes:</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All staff will be 100% credentialed, 100% Highly Qualified and effective. 2015-16 school year	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Charter-Wide Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	80% of certificated staff will be HQT in Multiple Subjects 100% of certificated staff will be HQT in Math Establish baseline in MAP testing Establish baseline in CAASPP FIT reports will be done quarterly- averaging 90% at each site	Actual Annual Measurable Outcomes: priority1 (A) 92% of certificated staff are HQT in Multiple Subjects. The goal has been met. priority1 (A) 75% of certificated staff are HQT in Math. 17% of certificated staff have completed tier I of VPSS math as progress towards HQT status. This goal has not been met. priority1 (B) 100% of students have access to standards-aligned instructional materials. MLCS adopted a CCSS math program for grades K-12 this year and will follow the text book adoption cycle and adopt a CCSS ELA curriculum for the 2016/2017 instructional year. priority1(C) facility inspections are conducted monthly. Routine maintenance is completed in a timely fashion after each inspection. The Susanville Fire Department provided a safety in-service training to all staff in September 2015. The Susanville Police Department provided a safety in-service training to all staff in September 2015. This goal has been met. priority4 (A) MAP testing - a baseline for student assessment was established in fall 2015. K-11 grade students took the MAP assessment test in math, reading and language arts. This goal has been met. priority4 (A) CAASPP testing - a baseline for student assessment was established in spring 2015. This goal has been met. priority4 (A) CAASSP Results 2015 English Language Arts/Literacy Scale Score Ranges Total for All Grades Reading Above Standard 19% At or Near Standard 46% Below Standard 35%

		<p>Writing Above Standard 8% At or Near Standard 54% Below Standard 38%</p> <p>Listening Above Standard 16% At or Near Standard 63% Below Standard 20%</p> <p>Research/Inquiry Above Standard 13% At or Near Standard 54% Below Standard 33%</p> <p>Mathematics Scale Score Ranges Total for All Grades</p> <p>Concepts and Procedures Above Standard 6% At or Near Standard 18% Below Standard 76%</p> <p>Problem Solving and Modeling Above Standard 6% At or Near Standard 42% Below Standard 51%</p> <p>Communicating Reasoning Above Standard 4% At or Near Standard 47% Below Standard 49%</p> <p>priority 4(B) Score on Academic Performance Index: Multiple measure replacement for the API under development.</p> <p>priority 4(C) 16% of high school students completed UC or CSU entrance requirements or career technical education course work.</p> <p>priority 4 (D) There is insufficient data to ascertain the percentage of English learners who have made progress toward English proficiency. Fall 2015 100% of English learners were CELDT tested. We now have baseline data to monitor progress toward English proficiency.</p> <p>priority 4 (E) 100% of EL students were CELDT assessed this school year. This will establish baseline information toward student reclassification in the next two years.</p> <p>priority 4 (F) There is insufficient data to ascertain if any students took advanced placement exams.</p> <p>priority 4 (G) 20% of high school students took the Lassen Community College preparedness assessment tests.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Priority will be placed on properly credentialed, highly qualified applicants when recruiting certificated teaching staff.</p>	<p>Recruitment, advertising, and public announcements 5000-5999: Services And Other Operating Expenditures Base 500.00</p> <p>Correspondence will take place with FSUSD and LCOE to ensure applicants meet all requirements 5000-5999: Services And Other Operating Expenditures Base 0.00</p>	<p>Action on going: No new teachers were hired for the 2015/2016 school year. MLCS will strive to recruit teachers who are HQT and fully credentialed in all subject areas.</p>	<p>Job Announcements through Feather River Publishing 5000-5999: Services And Other Operating Expenditures Base 430</p>
<p>Scope of Service: Charter-Wide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Charter-Wide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All teachers not currently HQ in Math will take VPSS courses, and become HQ in Math prior to the end of 2015/16. Staff not becoming HQ in Math prior to the end of the year will not be eligible to continue employment.</p>	<p>VPSS Courses 5000-5999: Services And Other Operating Expenditures Supplemental 3,000</p>	<p>Action partially met: Five teachers have completed VPSS math and are considered HQ. Two additional teachers have completed Tier 1 VPSS math. With 2016/2017 being a transition year from NCLB to ESSA a pathway to ascertain teacher subject matter competence has not yet been determined.</p>	<p>VPSS Courses 5000-5999: Services And Other Operating Expenditures Supplemental 5600</p>
<p>Scope of Service: Charter-Wide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service: Charter-Wide</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All teachers will continue to participate in professional development and PLC's to become more effective teachers and learn ways to differentiate curriculum for students</p>	<p>Speaker or presenter for Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 District/Charter co-sponsored PLC's 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p>	<p>Action met: At weekly staff meeting we discuss how to best implement State-Adopted Content and Performance Standards. Our discussions are informal and loosely follow a rubric of 1-4 with four being "standards and data driven" and one being "aware of California State Standards". 100% of the teachers are aware of State Standards. How those standards are implemented varies among the teaching staff. Being an independent study program all teachers at Mt Lassen Charter School are K-12 teachers teaching all subjects. Mt Lassen Charter School offers a blended learning course of study using text books and web-based instruction. Teachers tailor individual lesson plans and assessments for each student. State Standards are imbedded within each lesson for every subject at every grade level. Teachers work with the student's parents to ascertain that parents are aware of California State Standards and how to incorporate them into their child's independent study program. This is an ongoing partnership between the teachers, students, and parents to ensure each student has access to curriculum that is standards based and appropriate for their grade level.</p>	<p>Presenter 5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
<p>Scope of Service: Charter-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: Charter-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will be encouraged to attend the Differentiated Learning Conference in Las Vegas and/or comparable conferences throughout the school year.</p>	<p>Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 4,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Supplemental 2,500</p>	<p>Action met: Two teachers attended the Differentiated Learning Conference in Las Vegas during the month of July, 2015. These two teachers then shared with the entire teaching staff the instructional strategies learned.</p> <p>Three teachers and 20 students attended an English Language Arts/VAPA workshop in Ashland Oregon. Workshops were taught by the professors from Southern Oregon University.</p> <p>At weekly Wednesday staff meetings teachers share best practices for professional development.</p>	<p>Conference 5000-5999: Services And Other Operating Expenditures Supplemental 1,278</p>
<p>Scope of Service: Charter-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>(For the 2016/2017 school year) Mt Lassen Charter School will endeavor to provide all students individualized curriculum choices aligned with California State Standards for a broad course of study. All students will be taught by fully credentialed teachers. Students will have access to HQ teachers in all subject areas. Teachers will have the opportunity to become HQ in all subjects' areas they are teaching. (GOAL 1 will be realigned to include priorities 1, 2, and 7)</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All curriculum purchased will be CA State Standards aligned, only supplemental materials will be allowed not to be. Students will have access to current technology. 2015-16 school year	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Charter-Wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Purchase Orders and Inventory will show, all new Math curriculum will be CA State Standards aligned MAP Score- establish baseline CAASPP- establish baseline	Actual Annual Measurable Outcomes: priority1 (A) 92% of certificated staff are HQT in Multiple Subjects. The goal has been met. priority1 (A) 75% of certificated staff are HQT in Math. 17% of certificated staff have completed tier I of VPSS math as progress towards HQT status. This goal has not been met. priority1 (B) 100% of students have access to standards-aligned instructional materials. MLCS adopted a CCSS math program for grades K-12 this year and will follow the text book adoption cycle and adopt a CCSS ELA curriculum for the 2016/2017 instructional year. priority1(C) facility inspections are conducted monthly. Routine maintenance is completed in a timely fashion after each inspection. The Susanville Fire Department provided a safety in-service training to all staff in September 2015. The Susanville Police Department provided a safety in-service training to all staff in September 2015. This goal has been met. priority2 (A) 100% of students have lesson plans that incorporate CCSS into daily math exercises. priority 2 (B) 100% of EL learners have access to sheltered instruction and publisher provided support materials for purposes of acquiring content knowledge and developing English language skills.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2 different CA State Standard math curriculums will be purchased; including texts, online resources,	Math Curriculum 4000-4999: Books And Supplies Base 60,000	Action met: MLCS adopted McGraw-Hill CCSS MY Math for grades K-8 and McGraw-Hill 9-12. As a second math	Math Curriculum 4000-4999: Books And Supplies Base 6,800

<p>consumables, for all grade levels. Only CA State Standard math text will be used.</p>	<p>Supplemental Resources 4000-4999: Books And Supplies Base 8,000</p>	<p>curriculum choice HM K-8 CCSS Go Math was also adopted.</p>	
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will attend Common Core professional development</p>	<p>Training Registrations and travel costs 5000-5999: Services And Other Operating Expenditures Base 3,000</p>	<p>Action on going: Two teachers attended the Differentiated Learning Conference in July, 2015. One teacher is in year two of the Alliance for Teacher Excellence program. Two teachers are in year one of the Alliance for Teacher Excellence program. As teachers return from classes/conferences they then share the information with their colleagues. Teachers at the Alturas site attend CCSS workshops at Modoc County Office of Ed. and then share what they have learned with the other teachers at their site. Seven teachers have completed or are in the process of completing VPSS math.</p>	<p>Training and Travel Costs 5000-5999: Services And Other Operating Expenditures Base 2,556</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>A parent CA State Standard orientation meeting will be held to help parents and families understand the Common Core transition</p>	<p>Staff time for planning and meeting 0000: Unrestricted Base 0.00</p>	<p>Action on going: During August 2015 parents were invited to school to conference with their child's teacher regarding CAASPP results and common core in general. Parents were provided instructional strategies for incorporating CCSS into their child's daily lessons. Parents have access to common core workshop materials through their child's teacher.</p>	<p>Staff time 0000: Unrestricted Base 0</p>
<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The Follett Library system will be purchased in order to keep text and other books inventoried and organized</p>	<p>Follett Library Program 5000-5999: Services And Other Operating Expenditures Base 20000.00 Follett Library Program 4000-4999: Books And Supplies Lottery 35000.00</p>	<p>Action not met: It was decided that the Follett Library System would not be a judicious use of funds. The dollars allocated for the system could be put to use up-dating antiquated curriculum.</p>	<p>Follett Library System 5000-5999: Services And Other Operating Expenditures Base 0</p>
<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>MLCS will supplement CA State Standard math with online programs and supplemental text. Additional supplemental materials to text will be purchased to aid the understanding of the curriculum and allow a different delivery method of the material</p>	<p>Edmentum/Study Island 5000-5999: Services And Other Operating Expenditures Supplemental 600.00 OdysseyWare 5000-5999: Services And Other Operating Expenditures Base 5000.00 Teaching Textbooks 4000-4999: Books And Supplies Base 3000.00</p>	<p>Action met and ongoing: In keeping with our charter document MLCS provides supplemental math materials such as; Kahn Academy, Math U See, OdyessyWare, Dave Ramsey Personal Finance, Calvert Math, Horizons and all types of math manipulatives.</p>	<p>Study Island 5000-5999: Services And Other Operating Expenditures Supplemental 600 OdysseyWare 5000-5999: Services And Other Operating Expenditures Base 5,000 Other Math Support 4000-4999: Books And Supplies Base 3,000</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>McKinney-Vent students</p>	
<p>Specific parent orientation for CCSS will be held for lower performing students</p>	<p>Staff time for planning 0000: Unrestricted Base 0 Materials for parents 4000-4999: Books And Supplies Supplemental 200.00</p>	<p>Action met: MLCS teachers work directly with parents of lower performing students offering one-on-one instruction and small group instruction in CCSS math. Parents of students performing below their grade level percentile are specifically targeted for help. At present parents have not taken advantage of the help offered in a small group orientation but have met individually with their child's teacher. Teachers continue to work with their students without their parents. Additionally students have on-site access to 5 hours of math RTI per week.</p>	<p>Staff Time 0000: Unrestricted Base 0 Materials for Parents 4000-4999: Books And Supplies Supplemental 0</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	(For the 2016/2017 school year) Mt Lassen Charter School will provide all students a broad-based, rigorous, challenging CCSS aligned course of study. Supplemental instructional materials will be used to compliment CCSS adopted materials. Students will be provided blended instructional strategies including web-based curriculum, experiential curriculum, access to community college classes, CSU,C classes and appropriate technology to advance their academic progress. MLCS will strive to prepare students for college and career readiness. (GOAL 2 will be realigned to include priorities 4 and 8)		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Continue an active Advisory Committee to increase family involvement and improve school climate. 2015-16 school year	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Charter-Wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	10% of families will participate in the Advisory Committee 80% of students will participate in at least one field trip a year 25% of households will respond to the 2 annual surveys 50% of low income families will participate in family engagement activities At least 97% of students will have full attendance (2014/15 3% of students did not have full attendance)	Actual Annual Measurable Outcomes:	priority 3(A) Fort Sage Unified School District (FSUSD) actively encourages parents to be involved with their child's education. Mt Lassen Charter has an active parent advisory committee providing input on all aspects of the charter program. priority 3(B) Mt Lassen Charter has a dedicated teacher lesion to meet with parents of unduplicated students. The teacher lesion provides support for the parent and student to encourage participation in all aspects of school. priority 3(C) Parents of children with exceptional needs are encouraged to participate with their child, staff, and students in field trips, enrichment classes, tutoring sessions and extracurricular school activities. priority 5(A) 99.81% school unduplicated attendance rate. priority 5(B) 0.19 % chronic unduplicated absenteeism rate. priority 5(C) 0% middle school dropout rate. priority 5(D) 0% high school cohort dropout rate. priority 5(E) 100% high school cohort graduation rate. priority 6(A) 0% pupil suspension rate. priority 6(B) 0% pupil expulsion rate. priority 6(C) Parents, students, and staff have completed surveys to provide input on how to improve the school climate at MLCS.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide students with 1 over-night exciting, educational field trip each year for each school site	Transportation, room, and board 5000-5999: Services And Other	Action met: MLCS students and staff attended a two day two night Ashland Oregon field trip in the fall of 2015.	Transportation, Room, and Board 5000-5999: Services And Other

	<p>Operating Expenditures Base 3000.00</p> <p>Staff Compenstation 1000-1999: Certificated Personnel Salaries Base 1000.00</p> <p>Snacks and other supplies 4000-4999: Books And Supplies Supplemental 500.00</p>	<p>Students toured Southern Oregon University and participated in classes sponsored by the Shakespeare Festival. Additionally students have had the opportunity to go on the following day field trips. Burney Falls/Subway Caves, Wendell Power Plant, Apple Store/Reno Innovation Center. More field trips are scheduled for spring 2016.</p>	<p>Operating Expenditures Base 4,290</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2 Parent, family, student surveys will be taken each year to record family recommendations and needs</p>	<p>SurveyMonkey 5000-5999: Services And Other Operating Expenditures Base 250.00</p> <p>Survey Materials 5000-5999: Services And Other Operating Expenditures Base 200.00</p>	<p>Action ongoing: Parents and students completed school climate surveys in the spring of 2015. Information gleaned from these surveys was used to improve school program. Another set of surveys will be sent this spring to students, parents and staff. Information gathered from these surveys will again be used to improve school program.</p>	<p>Survey Materials 5000-5999: Services And Other Operating Expenditures Base 400</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Will continue with current family events and continue to add more. i.e. Back to School Night, Common Core Parent Orientation, End-of-Year Bar-B-Q, Graduation, one-on-one student/parent/teacher meetings</p>	<p>Flyers, notices and mailings 4000-4999: Books And Supplies Supplemental 200.00 Refreshments 4000-4999: Books And Supplies Base 500.00</p>	<p>Action met and ongoing: Action met and ongoing: Parents meet weekly with their child's teacher in person, by phone, email, Skype or other means of electronic communication. The purpose of these meetings is to help parents understand the curriculum their child will be using, the importance of incorporating CCSS into daily lessons and build solid connections between home and school. Families have been invited to an evening with the LCOE Tinkering Lab, Cash for College, Graduation Workshop, field trips and other grade specific events.</p>	<p>Fliers, Notices, and Mailings 4000-4999: Books And Supplies Supplemental 480 Refreshments 4000-4999: Books And Supplies Base 80</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Full time teachers will be required to be at the school site 7.5 hours daily, this will ensure that a certificated staff member is available to meet with families and students to answer questions or address concerns</p>	<p>Staff time 1000-1999: Certificated Personnel Salaries Base On-going</p>	<p>Action met and ongoing: All full-time teachers work 7.5 hours per day. Part-time teachers work 1.5 hours per week per child. This schedule provides families adequate time to meet with their assigned teacher. All students have access to a teacher Monday-Friday 8:00 am - 3:30 pm. Families may also schedule time outside of the school day to meet with their teachers as necessary.</p>	<p>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input type="checkbox"/> All OR:</p>		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Family of lower performing students will be strongly encouraged to attend all family engagement activities</p>	<p>Drawing to encourage attendance 4000-4999: Books And Supplies Supplemental 500.00</p> <p>Letters home to each household 4000-4999: Books And Supplies Supplemental 200.00</p> <p>Food for dinners 4000-4999: Books And Supplies Supplemental 1000.00</p>	<p>Action met and ongoing: All students and families are encouraged to attend special events sponsored by the school. Families of at risk students are especially encouraged to be involved with their child's schooling by coming to school with their child. An all school email is sent advertising special events, field trips, and other opportunities. Families without email are contacted personally by MLCS staff.</p>	<p>Family Engagement 4000-4999: Books And Supplies Supplemental 3,000</p>
<p>Scope of Service Charter-Wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service Charter-Wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>McKinney-Vento students</u>	
<p>Home visits will take place for those families that cannot make it to the school site for student/teacher meetings or tutoring. A staff member will be assigned to be in charge of communication between school & home and oversee home visits</p>	<p>Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 500.00</p> <p>Stipend for At-Risk 1000-1999: Certificated Personnel Salaries Supplemental 500.00</p>	<p>Action met and ongoing: Home visits are part of the student services offered by MLCS. A designated teachers meets with families/students at prearranges meeting sites remote from the school site at least once per learning period to conduct school business. This model works well for students with exceptional needs, McKinney-Vento students, Foster youth and families who are economically disadvantaged.</p>	<p>Stipend for Home Connection 5000-5999: Services And Other Operating Expenditures Supplemental 1,500</p>

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Teacher/ parent trainings will take place to assist parents in how to help their students with school work	Supplies 4000-4999: Books And Supplies Supplemental 500	Action met and ongoing: Home visits are part of student services offered by MLCS. A designated teachers meets with families/students at prearranges meeting sites remote from the school at least once per learning period to conduct school business. This model works well for students with exceptional needs, McKinney-Vento students, Foster youth and families who are economically disadvantaged.	Supplies 4000-4999: Books And Supplies Supplemental 0								
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	(For the 2016/2017 school year) Mt Lassen Charter School will provide all students a clean, safe and pleasing environment in which to learn. Parents will be encouraged to be actively engaged with their child's teacher and collaborate on curriculum choices and instructional strategies. (GOAL 3 will be realigned to include priorities 3, 5, and 6)										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Increase student test scores and outcomes by increasing participation in a variety of additional programs and opportunities. 2015-16 school year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Charter-Wide Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Establish baseline- MAP Testing Establish baseline- CAASPP 8th Grade Graduation Rate will be 95% High School Graduation Rate will be 100% Drop Out Rate will remain under 5% (middle and high school) 80% of seniors will go on to high learning API/AYP- establish baseline UC/CSU course completers will be increase by 5% (2013/14 = 41%)	Actual Annual Measurable Outcomes: priority4 (A) MAP testing - a baseline for student assessment was established in fall 2015. K-11 grades students took the MAP assessment test in math, reading and language arts. This goal has been met. priority4 (A) CAASPP testing - a baseline for student assessment was established in spring 2015. This goal has been met. priority4 (B) There is no API data for 2015/2016 priority4(C) 16% of high school students completed UC or CSU entrance requirements or career technical education course work. priority4 (D) There is insufficient data to ascertain the percentage of English learners who have made progress toward English proficiency. Fall 2015 100% of English learners were CELDT tested. We now have baseline data to monitor progress toward English proficiency. priority4 (E) There is insufficient data to ascertain reclassification rates. priority4 (F) There is insufficient data to ascertain if any students took advanced placement exams. priority4 (G) 20% of high school students took the Lassen Community College preparedness assessment tests. priority 5(A) 99.81% school unduplicated attendance rate. priority 5(B) 0.19 % chronic unduplicated absenteeism rate. priority 5(C) 0% middle school dropout rate. priority 5(D) 0% high school cohort dropout rate. priority 5(E) 100% high school cohort graduation rate. priority7 (A) MLCS provides an inclusive and continuing course of study for grades 1 - 6 compliant with Ed. Code 51210 and an

		<p>inclusive and continuing course of study for grades 7 - 12 compliant with Ed. Code 51220(a)-(i).</p> <p>priority 7 (B) Special attention is given when creating an educational plan for unduplicated students. Each student's particular circumstance is evaluated before tailoring their educational plan.</p> <p>priority 7 (C) Individualized curriculum plans are tailored for students with exceptional needs. The regular classroom teacher works closely with the LCOE resource teacher and others identified on the child's IEP to optimize student performance.</p> <p>priority 8 Pupil outcomes will be measure using CAASPP data, MAP data, Scantron Performance Assessment, daily work samples and assessments imbedded within the course curriculum.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services																																	
Budgeted Expenditures		Estimated Actual Annual Expenditures																																	
Evaluation and placement testing will take place 3 times a year for each student, using MAP testing	MAP 5000-5999: Services And Other Operating Expenditures Supplemental District Funded	Action not met: Kindergarten - 11th grade students took the MAP test in fall 2015. It was determined that students would take the CAASPP during spring and that other assessments similar to Map would be used in the spring for fall-spring comparisons.	MAP 5000-5999: Services And Other Operating Expenditures Supplemental 4,050																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-Wide</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service	Charter-Wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-Wide</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service	Charter-Wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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Teacher hours will be increased in order to increase the availability of certificated staff for classes, tutoring, and increased student/teacher meeting requirements	Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Teacher Benefits 3000-3999:	Action partially met: Currently MLCS employs 3 full-time teachers serving 72 students at the Susanville site. These three teachers work 8:00 am - 3:30 pm Monday - Friday. 7 part-time teachers	Teacher Salary 1000-1999: Certificated Personnel Salaries Base 360,354 Teacher Benefits 3000-3999:																																

	Employee Benefits Base 43,200	serve 83 students at the Susanville site and are on site at total of 135 per week. Part-time teachers work 8:00 am - 3:30 pm but not every day. The number of days they work per week depends on their student load. The Alturas site serves 20 students divided among 3 part-time teachers and are open 9:00 am - 2:00 pm Monday - Friday. The Susanville site has met this goal but the Alturas site did not.	Employee Benefits Base 101,967				
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Scope of Service	Charter-Wide						
Scope of Service	Charter-Wide						
Provide career counseling, college readiness, and on the job training. A \$1,000 stipend will be provided	Vendors 5000-5999: Services And Other Operating Expenditures Base 5,000 Counseling- Stipend 1000-1999: Certificated Personnel Salaries Supplemental 1000.00 Career Aptitude Testing 4000-4999: Books And Supplies Supplemental 500	Action met: MLCS encourages high school students to take advantage of classes offered at Lassen Community and Shasta Community Colleges. Currently 5 students have work permits and are employed by local businesses. 100% of our seventh grade students attended the career fair at Diamond View. On March 11, 2016 our eighth grade students will go to Lassen College for a tour and be acquainted with available programs. Career counseling was provided by the student's assigned teacher. No stipend was provided.	Vendors - Career Counseling 5000-5999: Services And Other Operating Expenditures Base 0				
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Scope of Service	Charter-Wide						
Scope of Service	Charter-Wide						

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 4th - 6th grade students 	
<p>Continue science labs for hands on learning- using Paxton Patterson and/or Carolina Science kits</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going</p> <hr/> <p>Science Lab Supplies 4000-4999: Books And Supplies Base 8,000</p>	<p>Action met and ongoing: Weekly hands-on CCSS aligned are provided for 4th - 6th grade students. This goal also includes periodic hands-on classes for other grade levels at the Susanville site. The Alturas site provides hands-on science learning for grades K - 12 on a regular basis.</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Base 0</p> <hr/> <p>Science Lab Supplies 4000-4999: Books And Supplies Base 10,000</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Tighten academic probation guidelines, require more meetings and classes with students in danger of failing or dropping out</p>	<p>Teacher Salary for increase of tutoring, classes, and student meeting requirements 1000-1999: Certificated Personnel Salaries Base On-going</p>	<p>Action met: MLCS complies with section 48260.5 of California Education Code and works closely with the Lassen County Probation Department Truancy Officers to assure interventions are in place for students in danger of failing or dropping out of school.</p>	<p>Teacher Salay 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 		<p>Scope of Service Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide opportunities to explore CTE programs and interests. Using online programs, Paxton Patterson kits, and/or field trips</p>	<p>OdysseyWare 5000-5999: Services And Other Operating Expenditures Base Included in previos goal Kits/Programs 4000-4999: Books And Supplies Base 5000.00</p>	<p>Action met and ongoing: For the last two years MLCS has hosted a two day computer coding camp in conjunction with The University of Nevada, Reno. Students write code and have the opportunity to have their project printed on the UNR 3-D printer. This camp is available to all Lassen county middle and high school students. Students at MLCS have the opportunity to job-shadow local workers during the day due to the nature of an independent study program.</p>	<p>OdysseyWare 5000-5999: Services And Other Operating Expenditures Base 5,000 Kits/Programs 4000-4999: Books And Supplies Base 6,000</p>
<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Math, Reading, and computer tutors weekly to provide assistance to low performing students</p>	<p>Tutor Salaries 2000-2999: Classified Personnel Salaries Supplemental 7500.00</p>	<p>Action met: In addition to regularly scheduled meetings with their teacher students have access to 5 hour of math RTI per week and 10 hours of ELA RTI per week. New this year, the RTI programs, have been successful interventions for students.</p>	<p>Tutors 2000-2999: Classified Personnel Salaries Supplemental 3,200</p>
<p>Scope of Service: Charter-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: Charter-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Healthy snacks will be available at the site for low income students	Snacks 4000-4999: Books And Supplies Supplemental 1000.00	Action not met: Snacks and drinks are generally provided for all students during our mandated testing periods. Healthy snacks are kept on site for students who spend long periods of their time at school and have not brought a lunch/snacks with them.	Snacks 4000-4999: Books And Supplies Supplemental 0
Scope of Service: Charter-Wide <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Charter-Wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
EL students will be CELDT tested and curriculum will be adjusted as needed in order for them to progress. CELDT testing will be included under the new testing stipend position	Testing Stipend 1000-1999: Certificated Personnel Salaries Supplemental 1000.00	Action not met: Prior to the 2015/2016 school year baseline information for second language learners was not consistent. Students were tested in some years with no follow-up in subsequent years. This school year 80% of students were CELDT tested by Terri Laughlin an LCOE employee. Ms. Laughlin will provide testing results and follow-up year to date for reclassification purposes.	Testing Stipend 1000-1999: Certificated Personnel Salaries Supplemental 0
Scope of Service: Charter-Wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		Scope of Service: Charter-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Offer student tutoring program where high performing students will tutor low performing students 4 hours 2 time weeks	Student Salaries 2000-2999: Classified Personnel Salaries Supplemental 4000.00	Action met: Two cross-aged tutors were hired to work with their peers in ELA and math for a total of 6 hours per week. This program has been very successful. MLCS plans to expand this model for the 2016/2017 year.	Student Tutors 2000-2999: Classified Personnel Salaries Supplemental 1,800				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charter-Wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Charter-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Charter-Wide	
Scope of Service	Charter-Wide						
Scope of Service	Charter-Wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	(For the 2016/2017 school year GOAL 4 will no longer exist. Priorities 4, 5, 7, and 8 have been incorporated into Goals 1 - 3)						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$82,060</u>
<p>Mt Lassen Charter School under the Local Control Funding Formula (LCFF), estimates the Supplemental funding will be approximately \$82,060, to support the 75 unduplicated pupils: 7 English learners, 15 Students with Disabilities and 74 Low Income, which equals approximately 46% unduplicated count charter-wide. Currently, there are no Foster Youth or Homeless Students. Due to the percentage of unduplicated pupils, these funds will be used on a charter-wide basis to support all students, including the unduplicated population. Mt Lassen Charter School is dedicated to the goals specified in this LCAP and intends to improve student achievement by targeting all students, including the specified subgroups. The Supplemental funds will be used to implement charter-wide services such as: current and sufficient instructional materials focusing on English Language Development and support materials for differentiation (Goal1: Actions/Services 5). Training and coaching for staff to better implement and use instructional materials (Goal 1: Actions/Services 3, 4, & 6). Staff collaboration time mentoring and coaching with the implementation of the California State Standards (\$7,500.00). (Goal 2: Actions/Services 3, 7, and 8). Provide students, parents and staff with a positive school culture and climate, increasing the feeling of safety (\$600.00). (Goal 3: Actions/Services 1, 2, 4, 5, & 6). These Actions/Services will be achieved through base line assessment, formative assessment, blended learning models, personalized learning experiences and one-to-one technology devices (\$1,500.00). Mt Lassen Charter School believes that the services provided in this LCAP are the most effective use of funds to meet the Annual Measurable Outcomes for all pupils, including the unduplicated pupils. Mt Lassen Charter School will strive to include additional student support through response to intervention (RTI) tutoring labs. The above activities and funds will be used to implement charter-wide services that are principally directed towards all unduplicated students, with the goal to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP and other locally determined measures. Based on past experience for positive student outcomes. Mt Lassen Charter School offers a variety of instructional options and classes that are tailored to each student’s needs and interests. An on-site tutoring lab is available for student use thirty-six hours per week staffed by fully credentialed teachers. High school students may concurrently take classes at the local community college and California State University, Chico. Additionally high school students have access to A-G courses in core academic and CTE subjects.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.18	%
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To meet the minimum proportionally percentage, Mt Lassen Charter School will need to increase the services for all unduplicated pupils by approximately 6.18%. There are approximately 162 students charter-wide and 75 students are classified as unduplicated: 7 English learners, 15 Students with Disabilities and 74 Low Income, which equals approximately 46% unduplicated count charter-wide. Currently there are no Foster Youth or Homeless Students. Through the community involvement process input was gathered from meetings and surveys on areas of focus for the 2016-2017 school year: Current and sufficient instructional materials focusing on English Language Development and support materials for differentiation (Goal 1: Actions/Services 1, 2, 3, & 6). Training and coaching for staff to better implement and use instructional materials (Goal 1: Actions/Services 3, 4, 6, & 7) Staff collaboration time, mentoring, and coaching with the implementation of the California State Standards (Goal 1: Actions/Services 3). Provide students, parents and staff with a positive school culture and climate, increasing the feeling of safety (Goal 3 Actions/Services 1, 3, and 4). These areas of focus will provide unduplicated students with increased and improved services, above the current base program previously provided. Mt Lassen Charter School believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for all its unduplicated pupils. Additionally, these Actions/Services will support the school in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. Due to the school's percentage of unduplicated pupil, the minimum proportionality percentage will be met through the above actions and services. By implementing new California State Standards materials for English language development and differentiation, these actions/services will improve the services for English learners, Students with Disabilities, and Low income (See Goal 1) by providing higher quality daily instruction. Providing teachers with professional development and strategies to support all students, including unduplicated, will improve the instructional environment for all learners (See Goals 1 & 2) and will support a differentiated approach to teaching and learning. By promoting a school environment for students, parents and staff that is positive and supporting will increase the feeling of safety and will also improve the learning environment (See Goal 3). By increasing student/teacher contact minutes and a providing student's greater access to A – G course offerings and college level classes Mt Lassen Charter School believes academic achievement of all its unduplicated significant subgroups will improve the outcomes in the intended priority areas and associated metrics.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).