

Mt Lassen Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Mt Lassen Charter School
Street	450 Cedar Street
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 251-1600
Principal	Hillary Magarrell, Director
Email Address	hmagarrell@fortsage.org
School Website	www.fortsage.org
County-District-School (CDS) Code	18 75036 0121657

2022-23 District Contact Information

District Name	Mt. Lassen Charter School
Phone Number	(530) 827-2129
Superintendent	Bryan Young
Email Address	byoung@lcoe.org
District Website Address	www.fortsage.org

2022-23 School Overview

Mission:

Mt Lassen Charter (MLCS) is a TK-12 school providing students an individualized, academically rigorous course of study using an independent study model. Custom-designed instructional strategies capitalize on each student's strength and learning style.

Director's Message:

Mt. Lassen Charter School collectively decided on the mission statement "Customized, Collaborative, Community" as a part of their commitment to developing and becoming a model PLC (Professional Learning Community). MLCS is a district dependent, independent study, public charter school. All educational resources are provided at no cost to students. Students, including unduplicated students and students with exceptional needs, are supported with one-on-one tutoring, small group support, small classes, and high school credit recovery support. Our school is unique in that we personalize our students' educational choices and offer a variety of individualized instructional options and classes that are tailored to each student's needs and interests. Mt. Lassen Charter School also offers blended instructional strategies. Students receive direct instruction from teachers, have access to online classes including A - G courses, CTE classes, and the opportunity to take college course work at Lassen Community College and California State University, Chico.

Mt Lassen Charter has 2 locations, one in Susanville for grades TK-8 and another in Herlong for grades 9-12. Both sites are fully equipped with a computer lab and classroom(s). Each student's learning experience is customized by their teacher to maximize student engagement and success. This model benefits high-achieving students wishing to work ahead of a traditional classroom, as well as those students needing special individualized attention. We strive to have a strong collaborative partnership with each student and parent/families in the school. We exist to serve every student and offer meaningful academic support to the family and community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	5
Grade 2	5
Grade 3	7
Grade 4	8
Grade 5	5
Grade 6	16
Grade 7	7
Grade 8	14
Grade 9	10
Grade 10	11
Grade 11	10
Grade 12	17
Total Enrollment	123

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.6
Male	36.6
American Indian or Alaska Native	6.5
Asian	0.8
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.7
White	70.7
English Learners	0.8
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	58.5
Students with Disabilities	12.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	12.35	17.10	56.47	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	5.01	1.10	3.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.30	72.95	9.80	32.36	12115.80	4.41
Unknown	0.50	9.52	2.20	7.31	18854.30	6.86
Total Teaching Positions	5.90	100.00	30.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.30	
Total Out-of-Field Teachers	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each pupil in the school district must have access to sufficient textbooks and instructional materials in Reading/Language Arts, Mathematics, Science, and History-Social Science. Textbooks are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. Common Core textbooks in Reading/Language Arts and Mathematics were adopted in 2015/2016. Pearson, History-Social Science for grades K-12 was adopted for the 2018/2019 school year. HMH California Dimensions NGSS for grades k-8 was adopted for the 2019/2020 school year. Mt. Lassen Charter utilizes a wide variety of curriculum in order to provide personalized learning which is tailored to each student's academic abilities and interests.

Year and month in which the data were collected

May 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 HMH Journeys HMH Collections Prentice-Hall Glencoe Pearson McGraw-Hill Sing, Spell, Read & Write Edgenuity Step Up To Writing Houghton Mifflin Writeshop Workshop Easy Writing Easy Grammar Excellence in Writing 9-12 HMH Collections Glencoe Edgenuity Prentice Hall AGS Globe Fearon	Yes	0
Mathematics	K-8 McGraw Hill My Math HMH Go Math Khan Academy Math U See HSP Math Edgenuity Scott Foresman Holt McDougal Littell Teaching Textbooks Saxon Harcourt Big Ideas 9-12 McGraw Hill Khan Academy	Yes	0

	<p>Scott Foresman Edgenuity Holt McDougal Littell Saxon Teaching Textbooks Big Ideas</p>		
Science	<p>K-8 Harcourt Edgenuity Houghton Mifflin McGraw-Hill Glencoe Holt Foss Generation Genius Studies Weekly</p> <p>9-12 Edgenuity Glencoe AGS Holt Globe Fearon Prentice Hall</p>	Yes	0
History-Social Science	<p>K-8 Pearson Edgenuity McDougal Littell McGraw-Hill Harcourt Houghton Mifflin Scott Foresman Studies Weekly</p> <p>9-12 Pearson Glencoe Edgenuity AGS Holt Globe Fearon</p>	Yes	0
Foreign Language	<p>Rosetta Stone Edgenuity</p>	Yes	0
Health	<p>Holt Edgenuity Globe Fearon Studies Weekly</p>	Yes	0
Visual and Performing Arts	<p>Edgenuity Drawing Textbook Vendor Music and Art Classes</p>	Yes	0

Science Laboratory Equipment (grades 9-12)	Dissection Lab Kits Microscopes Scales		0
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School Facility Conditions and Planned Improvements

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

The Susanville site is in a professional setting in good repair, located in a recently remodeled building. The entrance opens directly into a large main room, offering a computer lab and tutoring lab, with teacher's and secretary's stations. Adjacent to the main tutoring lab is an area for computers and supplemental materials. There is one student restroom and one staff restroom. An administrative office and teacher workstation is in the back of the building, along with three conference rooms, one dedicated to Special Ed and Intervention.

Year and month of the most recent FIT report

Sept 12, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Emergency EXIT lightening not working x 2 in Main room at Susanville Location. Looking for repair person to check out issue and fix.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Bookshelves must be secured (tipping hazard). File cabinets must be secured (tipping hazard). Straps have been installed in Susanville location to prevent tipping
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Siding deteriorating on outside curriculum shed exposing inside. Existing siding has been secured to stop the inside of building being exposed. Proper step needed to replace cinderblock. Step will be added as soon as weather permits.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	84	82	97.62	2.38	23.17
Female	54	52	96.30	3.70	26.92
Male	30	30	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	64	62	96.88	3.12	25.81
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	52	98.11	1.89	19.23
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	15	93.75	6.25	13.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	84	81	96.43	3.57	13.58
Female	54	51	94.44	5.56	15.69
Male	30	30	100.00	0.00	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	12	12	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	64	62	96.88	3.12	17.74
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	53	51	96.23	3.77	9.80
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	14	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	28.57	27.59	8.33	24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	29	90.63	9.37	27.59
Female	18	16	88.89	11.11	31.25
Male	14	13	92.86	7.14	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	20	90.91	9.09	20
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	17	89.47	10.53	17.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parental Involvement:

Parental involvement is always welcomed and encouraged. Parents are encouraged to be actively involved in the education of their children, and to take interest in their daily course work through our Parent Advisory Council, parent/guardian workshops, field trips and extra-curricular activities, as well as meeting with their students' teacher for additional collaboration. Parents are invited to contact Mt Lassen Charter to inquire on ways to become actively involved with school.

2022-23 MLCS partnered with parents and guardians and created a Parent Advisory Council comprised of parents and guardians of all student groups including but not limited to SED or LI, EL, and SWD. All families are notified of PAC meetings through Aeries communication and through their students' teacher. The PAC currently has a President, Vice-President and Secretary, as its board. They meet regularly, once per learning period (approximately every 6 weeks), to discuss topics concerning MLCS and students. The meetings are planned for 1 hour but are ended when the board has completed its agenda.

Other opportunities for parent and guardian (family) involvement are through MLCS field trips. MLCS is committed to providing a well-balanced, equitable education that includes extra-curricular activities available to all. Each month, MLCS provides a field trip for students and families to attend that is paid for by the school.

MLCS also provides parents and guardians with the opportunity to learn teaching techniques through our intervention supports, parent/guardian workshops and teacher collaboration.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		9.1	11.1		12.5	7.7		8.9	7.8
Graduation Rate		90.9	88.9		82.5	84.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	16	88.9
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	15	13	86.7
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	13	12	92.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	167	154	13	8.4
Female	104	96	7	7.3
Male	62	57	6	10.5
American Indian or Alaska Native	10	9	3	33.3
Asian	1	1	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	23	2	8.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	122	114	7	6.1
English Learners	3	2	0	0.0
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	109	101	12	11.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	23	2	8.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	7.31	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	4.14	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Mt. Lassen Charter School has one main site, which is kept in good repair with on-going maintenance and upkeep. The site has a single unlocked entrance to safely monitor all visitors. There are multiple exits which are kept locked to the outside for safety. The site is ADA accessible. Fire extinguishers are easily accessible and fire prevention/retardation precautions are taken. Fire and security alarms are in place. We also occupy a couple rooms at the District Office at Ft Sage Unified School District. This building is maintained and all safety plans are developed and monitored by Ft Sage Unified School District.

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

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

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

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

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2		
1	1	4		
2	2	5		
3	1	3		
4	2	5		
5	2	3		
6	2	5		
Other	2	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	3		
1	2	4		
2	2	5		
3	3	3		
4	2	3		
5	3	4		
6	1	5		
Other	2	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2		
1	2	3		
2	3	2		
3	2	3		
4	3	3		
5	2	3		
6	3	6		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	2	31		
Science	3	24		
Social Science	3	33		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	26		
Mathematics	2	26		
Science	2	22		
Social Science	2	28		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	24		
Mathematics	2	22		
Science	3	19		
Social Science	2	27		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,915	\$1,561	\$9,354	\$69,800
District	N/A	N/A	\$3,543	\$57,956
Percent Difference - School Site and District	N/A	N/A	90.1	18.5
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	34.6	-4.5

2021-22 Types of Services Funded

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

MLCS receives funds through Local Control Funding Formula as well. These monies are used for the day to day activities of the school, which includes salaries, textbooks, lease, and utilities. LCFF is also used for supplemental supplies and activities and allows the Charter School to fund programs and activities not always available at traditional schools. MLCS must spend 80% of revenues on instructional based items; teacher salaries, textbooks, instructional supplies and programs. Charter school expenditures are detailed in the LCAP.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,621	\$46,419
Mid-Range Teacher Salary	\$53,334	\$69,902
Highest Teacher Salary	\$94,444	\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary	\$119,000	\$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	8%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff development is a crucial part of our school plan. Our teachers attended professional development in the areas of Professional Learning Communities (PLC's), Response to Intervention, California common core standards in Language Arts, Math, Social Studies and Science, as well as the use of technology in the classroom and other topics that teachers select to align with the needs of our students as determined by assessment data and observations. Mt. Lassen Charter School staff participate in weekly PLC meetings. Each PLC meeting has a specific focus based on the fundamentals of building an effective PLC, as well as how to improve learning for all students. Teachers are supported through professional development opportunities and collaboration with peers and director, as well as one-on-one meetings with director.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9