

Mt Lassen Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Mt Lassen Charter School
Street	100 D.S. Hall
City, State, Zip	Herlong, CA 96113
Phone Number	530-251-1600
Principal	Nichole Klein, Interim Director
Email Address	nklein@fortsage.org
School Website	https://mlc.fortsage.org/
Grade Span	TK-12
County-District-School (CDS) Code	18 75036 0121657

2025-26 District Contact Information

District Name	Mt. Lassen Charter School
Phone Number	(530) 827-2129
Superintendent	Derek Cooper
Email Address	dcooper@fortsage.org
District Website	www.fortsage.org

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 one location, located in Herlong at the authorizer's site, for grades TK-12. The site has three classroom(s). The students all have computers or chromebooks checked out to them making it unnecessary to equip the building with computer labs. Each student's learning experience is customized by their teacher to maximize student engagement and success. The school offers a robust academic intervention and support program available in-person, or via virtual modalities in both math, reading and ELA support. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	10
Grade 1	13
Grade 2	8
Grade 3	9
Grade 4	10
Grade 5	10
Grade 6	12
Grade 7	9
Grade 8	10
Grade 9	17
Grade 10	9
Grade 11	20
Grade 12	17
Total Enrollment	154

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	45.5
Non-Binary	1.9
American Indian or Alaska Native	1.3
Black or African American	1.3
Hispanic or Latino	17.5
Two or More Races	11
White	67.5
English Learners	2.6
Homeless	3.9
Socioeconomically Disadvantaged	70.1
Students with Disabilities	13.6

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.

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)	1.2	19.71	18.4	58.22	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	3.82	0.5	1.8	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	28.3	7.8	24.76	11953.1	4.28
Unknown/Incomplete/NA	3	48.01	4.8	15.18	15831.9	5.67
Total Teaching Positions	6.2	100	31.6	100	279044.8	100

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.

2022-23 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)	1.4	22.19	13	46.97	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.92	1.2	4.59	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	1.85	7.1	25.58	11746.9	4.23
Unknown/Incomplete/NA	4.8	74.88	6.3	22.82	14303.8	5.15
Total Teaching Positions	6.4	100	27.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	0	13.4	44.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	9.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.15	5.1	17.11	12112.8	4.34
Unknown/Incomplete/NA	6.4	99.69	8.6	28.7	13705.8	4.91
Total Teaching Positions	6.5	100	30.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.20	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.70	0.1	0
Total Out-of-Field Teachers	1.70	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 mastery based and 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 TK-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

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 Bright Thinker Step Up To Writing Houghton Mifflin Writeshop Workshop Easy Writing Easy Grammar Excellence in Writing Phonics for Reading Really Great Reading 9-12 HMH Collections Glencoe Bright Thinker Prentice Hall AGS Globe Fearon	0
Mathematics	K-8 McGraw Hill My Math	0

	HMH Go Math Khan Academy HSP Math Bright Thinker Scott Foresman Holt McDougal Littell Saxon Harcourt Big Ideas 9-12 McGraw Hill Khan Academy Scott Foresman Bright Thinker Holt Saxon McDougal Littell Big Ideas	
Science	K-8 Harcourt Bright Thinker Houghton Mifflin McGraw-Hill Glencoe Holt Foss Generation Genius Studies Weekly 9-12 Bright Thinker Glencoe AGS Holt Globe Fearon Prentice Hall	0
History-Social Science	K-8 Pearson Edgenuity McDougal Littell McGraw-Hill Harcourt Houghton Mifflin Scott Foresman Studies Weekly 9-12 Pearson Glencoe Bright Thinker AGS Holt Globe Fearon	0

Foreign Language	Rosetta Stone Bright Thinker	0
Health	Bright Thinker Holt Edgenuity Globe Fearon Studies Weekly	0
Visual and Performing Arts	Bright Thinker Drawing Textbook Vendor Music and Art Classes	0
Science Laboratory Equipment (grades 9-12)	Dissection Lab Kits Microscopes Scales	0

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

School Facility Conditions and Planned Improvements

Mt. Lassen Charter School has one main site located in Herlong, CA which the school just recently moved to over the Summer of 2023. The school completed a FIT report in Sept 2024 and completed several major repairs. Director completed another FIT report in December 2024 to account for repair of gas leak and other notable repairs. There are a few other minor repairs that still need to be completed and are slated to be done after winter weather. The site has a changed to a key card entrance system that includes a video monitor for the main entrance. 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. This building is maintained by MLCS. The safety plans are developed and monitored by Ft Sage Unified School District. At the time of approval, MT. Lassen Charter School is awaiting the FIT report from the authorizing agency.

Year and month of the most recent FIT report

December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	X		gas lines repaired, 2025
Interior: Interior Surfaces	X			Most of the interior surfaces are in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			All electrical issues have been resolved.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Need to install water fountain, bottled water is available until fountain is installed
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	17	24	24	47	48
Mathematics (grades 3-8 and 11)	7	3	7	8	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	77	92.77	7.23	17.11
Female	43	40	93.02	6.98	25.00
Male	38	35	92.11	7.89	5.88
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	12	11	91.67	8.33	18.18
White	57	52	91.23	8.77	15.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	38	90.48	9.52	13.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	75	90.36	9.64	2.67
Female	43	39	90.70	9.30	2.56
Male	38	34	89.47	10.53	2.94
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	12	11	91.67	8.33	0.00
White	57	52	91.23	8.77	3.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	36	85.71	14.29	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.98	16.22	31.03	0	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	49	89.09	10.91	20.41
Female	29	27	93.10	6.90	18.52
Male	24	20	83.33	16.67	25.00
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	35	32	91.43	8.57	21.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	23	82.14	17.86	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 community colleges and Bright Thinker. MLCS is currently working on creating and implementing pathways by attending professional development, working with state agencies such as North Far North Regional Consortium and educational partners to determine the best options and steps forward to implement multiple pathways. Students have been able to take sequenced/articulated classes 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	10

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	82%	82%	82%	82%	82%
Grade 7	56%	56%	56%	56%	56%
Grade 9	63%	63%	63%	63%	63%

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.

2025-26 Opportunities for 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.

MLCS actively partners with parents and guardians through Parent Advisory Council, surveys and teacher contact. 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 6-7 weeks), to discuss topics concerning MLCS and students including information pertaining to LCAP. 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 and community activities. 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 and/or community activity 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.1	15.8	0	10.8	15	6.8	8.2	8.9	8
Graduation Rate	92.9	84.2	100	83.8	82.5	90.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	17	17	100.0
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	13	100.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	14	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	195	188	4	2.1
Female	105	103	3	2.9
Male	87	82	1	1.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	0	0.0
White	129	124	4	3.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	137	133	3	2.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	25	1	4.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.09	2.07	3.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Mt. Lassen Charter School has one site, which is kept in good repair with on-going maintenance and upkeep. The site has multiple entry and exits doors which all but one is kept locked to the outside for safety. 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. The building that MLCS occupies is maintained by MLCS but the 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.

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. An evacuation map is kept in each classroom and common areas and staff and student's practice.

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. 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 relationship 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	6	2	0	0
1	3	2	0	0
2	2	5	0	0
3	3	4	0	0
4	2	5	0	0
5	4	3	0	0
6	2	20	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	0	0
1	2	4	0	0
2	4	3	0	0
3	2	5	0	0
4	2	3	0	0
5	3	4	0	0
6	2	20	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4		
1	4	3		
2	3	3		
3	1	6		
4	2	5		
5	2	5		
6	2	30		
Other	2	1		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0
Mathematics	3	25	0	0
Science	3	22	0	0
Social Science	3	32	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28		
Mathematics	2	28		
Science	2	31		
Social Science	3	32		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	33		
Mathematics	2	29		
Science	2	29		
Social Science	3	35		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,217	\$0	\$11,217	\$69,800
District	N/A	N/A	\$7,058	\$58,303
Percent Difference - School Site and District	N/A	N/A	45.5	17.9
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	0.6	-21.2

Fiscal Year 2024-25 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 separate 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$42,882	\$54,773
Mid-Range Teacher Salary	\$62,610	\$78,981
Highest Teacher Salary	\$94,305	\$117,337
Average Principal Salary (Elementary)		\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)		\$138,809
Superintendent Salary	\$139,427	\$176,162
Percent of Budget for Teacher Salaries	23.45%	24.71%
Percent of Budget for Administrative Salaries	5.18%	5.91%

2024-25 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	0
Where there are student course enrollments of at least one student.	

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), Social Emotional Learning, Trauma Informed Instruction, Standards based Instruction, Differentiated Instruction, Cultural Competency. Communication 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. MLCS currently runs two PLC teams, one for Mathematics and another for Writing. Each PLC meeting has a specific focus based on current needs of the PLC team, as

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	34	58	23