Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Lassen Charter School	Hillary Magarrell Director	hmagarrell@fortsage.org 530-252-4313

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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.

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

About us:
Mt Lassen Charter School, CDE charter school identification number 1185 is a nonclassroom-based dependent charter school operated by Fort Sage Unified School District that has been in operation since November 2010, and provides TK-12 students with an individualized, academically rigorous course of study. Located in Lassen County, Mt Lassen Charter serves a student population of 125 primarily from Lassen County but also serves a limited number of student from Plumas and Modoc counties.

Mt Lassen Charter employs 5 certificated and appropriately assigned teachers. There are approximately 125 students at MLCS of which the following student populations are served: Free & Reduced Meal (47), English Learner (2), Special Education (12), Homeless (1), Foster Youth (0) for a total unduplicated student population of (62). Foster Youth services are provided by the Foster Youth Services Coordinator and staff. Foster Youth also have access to weekly one-on-one tutoring with a fully credentialed teacher funded by Mt Lassen Charter.

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 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a nonclassroom based independent study program, Mt Lassen Charter School and its staff, are equipped to work with pupils in a virtual learning environment through our independent study model. However during times when in-person student engagement was appropriate students at MLCS were able to meet with staff for support.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mt Lassen Charter School has identified the following as areas needing significant improvement:

MLCS, 2019-20 CAASPP scores (met or exceeded standards), for most grades were below 50% in both ELA and Math. Stakeholders (teachers) expressed the need to better understand CCSS, differentiated instruction, SIS, and LMS to meet the needs of pupils. Stakeholders (parents) expressed a need to have more support and tools to help pupils, especially for unduplicated pupils, in an independent study environment.

MLCS has identified through self-reflection that there is a lack of alternative curriculum that meets CCSS and student need. Stakeholders (parents and staff) have voiced a need for more options that accommodate the needs of struggling pupils, especially unduplicated pupils.

MLCS dashboard for the class of 2019 indicates that 13.3% of students were prepared for success after graduation based on multiple measures. In addition, at this time, MLCS provides CTE classes but does not have any CTE Pathway Completers for students. MLCS though stakeholder (parents and staff) engagement has identified the need for increased and improved access to college information including but not limited to information on attending and paying for college as well as access to career pathways. Another area that continues to need improvement is accurately inputting data into the AERIES and CALPADS student information systems and improving data

and automated information systems so lines of communication between home and school are better. MLCS currently has their own AERIES and CALPADS data independent from Fort Sage Unified but an A-G course list needs to be created independent of Ft. Sage as well as establishing CTE pathways and completion paths for MLCS students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

After thorough analysis of our state and local data and input from staff and stakeholders, MLCS has identified four areas of focus to achieve our vision for each student "to equip students to think critically across academic disciplines and social/cultural boundaries preparing individuals to live full and productive lives."

- Developing and providing tools to support pupils and pupil achievement, especially unduplicated pupils, in an independent study environment

- Developing and providing support in areas where students are performing below grade expectations, especially for unduplicated pupils.

- Identifying and providing alternative curriculum that meets CCSS.

- Increased and improved access to college information

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

2020-2021 has been a challenging year as it relates to conducting face-to-face meetings with stakeholders at school and within the community due to the uncertainty surrounding COVID-19. Our school usually conducts an annual Back-to-school night at the beginning of the school year but had to cancel it this year. Some of our other opportunities to meet and confer with stakeholders have been limited to teacher meetings with individual students and families. Plans for specific student and family engagement were cancelled due to COVID-19

A summary of the feedback provided by specific stakeholder groups.

Since there was no California Healthy Kids Survey for our parents in 19-20, we are unable to report on their specific input except through student and parent meetings held throughout the 2020-21 school year. The area of concern for parents, especially of unduplicated students, is access to alternative curriculum that meets CCSS, tools to support their pupils and pupil achievement in an independent study environment, support in areas where students are performing below grade expectations and access to college information. For example, class to complete Associates degree, Career Technical Pathways and avenues to pay for college. Teachers and staff expressed the need to better understand CCSS, differentiated instruction, SIS, and LMS. Lastly, stakeholders as a whole, expressed a need for developing a tiered system of intervention to determine and address the needs of each individual pupil.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1 Action 2 addresses professional development for staff in the areas of CCSS, differentiated instruction, SIS, and LMS
Goal 1 Action 3 addresses instructional support for unduplicated students
Goal 1 Action 5 addresses technology and incorporating it into students' individualized lessons and lesson plans

Goal 2 Action 1 addresses community college enrollment and encouraging students to take advantage of free tuition
Goal 2 Action 2 addresses comprehensive information on college
Goal 2 Action 4 addresses increasing family engagement for unduplicated pupils

Goal 3 Action 1 addresses parent training on intervention tools and supports
Goal 3 Action 4 addresses increasing family engagement for unduplicated pupils
Goal 3 Action 6 addresses a tiered intervention program to meet the needs of pupils

Goal 4 Action 1 addresses student support towards ELA proficiency
Goal 4 Action 2 addresses student support towards Math proficiency

Goals and Actions

Goal

Goal #	Description
1	All Mt. Lassen Charter School students will have access to individualized curriculum choices aligned with California State Standards for a broad course of study. All teachers will be fully credentialed and appropriately assigned in facilities that are in good repair. State Priority 1 - Basic, State Priority 2 - Basic. State Priority 7 - Basic.

An explanation of why the LEA has developed this goal.

In developing the LCAP, all eight State priorities were addressed. Goal #1 addresses three State Priorities, 1, 2 and 7. Priority1 addresses appropriate teacher assignments, suffcent instructional materials and the state of the facility. Priority 2 addresses the implementation of academic content and performance standards adopted by the State Board of Education. Priority 7 addresses pupils access to courses. The data for these goals came from CDE Dashboard, CALPADS, FIT report and the Local Performance Indicator Self Reflection tool

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a. - Appropriate teacher assignments and fully credentialed CALPADS	100%				100%
Priority 1b - every learner has access to standards-aligned instructional materials. SARC	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1c. - School facilities are maintained in good repair. FIT report October 2020/SARC	100%				Facilities will be maintained in good repair
2a. - Implementation of State Standards/Rubrics Local Performance Indicator Self Reflection tool	Level 3 - Initial Implementation				Level 5 - Full Implementation and Sustainability
Priority 2b - Percentage of English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency	100%				100%
7a. Broad Course of Study Adopted course of study for K-12 Transcripts and	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
master schedule for all grades					
Priority 7b - Percentage of programs and services developed and provided to low income, English learner and foster youth pupils. CALPADS	100%				100%
Priority 7c - Percentage of programs and services developed and provided to students with disabilities. CALPADS	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Appropriately Credentialed Staff	Teachers that are not fully credentialed will be enrolled in the ATE New Teacher Training to fulfill teaching requirements.	$4,200.00	No
2	Professional Development	Professional Development for all staff in the following areas: Common Core, differentiated instruction, SIS, and LMS.	$8,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Instructional Support	Provide support staff (instructional aides). 1 instructional aide for core academics and 1 instructional aide for intervention for unduplicated students.	$51,353.00	Yes
4	Broader range of study	K-8 educational programs to include a broader range of study. County Grade Specific Trips Each teacher must submit a list of proposed field trips/expenses to the Director for approval.	$5,000.00	No
5	Technology	Technology will be incorporated into students' individualized lessons and lesson plans. All students will have access to technology through Chromebooks/Laptops	$5,000.00	No
6	Facilities	Facility needs are determined by input from staff, students and parent surveys as well as data collected during monthly inspections.	$13,520.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All Mt. Lassen Charter School students will have access to a variety of programs that increase student achievement, develop well rounded students and prepare them to be college and career ready. Priority 4 Priority 8

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a - State student assessments CAASPP 2019-20	2019-20 CAASPP ELA Met or Exceeded Standards 3rd - 0% (2 students) 4th - 55% (8) 5th - 0% (2) 6th - 70% (7) 7th - 44% (11) 8th - 60% (20) 11th - 44% (9) CAASPP Math Met or Exceeded Standard 3rd - 0% (2) 4th - 12% (9)				Increase of 10% per cohort

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 0% (2) 6th - 28% (7) 7th - 27% (9) 8th - 10% (20) 11th - 11% (9)				
Priority 4b. - Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University. CDE Dashboard 2019-20	13.3%				50%
Priority 4c. - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE approved career technical education standards and frameworks. CDE Dashboard 2019-20	0%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4d. - Percentage of pupils who have successfully completed both types	13.3%				50%
Priority 4e. - Percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments	0%, 2 EL students were tested, 0 were reclassified				100%
Priority 4f. - English learner reclassification rate	0%, 2 EL students were tested, 0 were reclassified				100%
Priority 4g. - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Aeries SIS	0%, currently 0 pupils have taken an advance placement examination				25%
Priority 4h - Percentage of pupils who demonstrate college preparedness pursuant to the Early	13.3%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment Program or any subsequent assessment of college preparedness. CDE Dashboard 2019-20					
Priority 8 - Scantron Performance Series Assessments Spring 2021	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community College enrollment	Mt Lassen Charter School will encourage high school students to take advantage of the free tuition available at Lassen Community College. Students may take any class at Lassen College for which they meet all prerequisites. California State University, Chico, also offers greatly reduced tuition to high school students in their region.	$3,000.00	No
2	Comprehensive Info on college	MLCS will provide students and families in grades 9-12 comprehensive information about college costs, and options for paying for college including financial aid, and scholarship processes.	$5,000.00	Yes
3	Family Engagement	In an effort to increase family engagement particularly among our Foster Youth, English learner and low-income families, the MLCS Director will reach out specifically to parents of unduplicated students to better understand the barriers to engagement and consider possible solutions, such as child care, participation incentives, timing of meetings and effective communication methods.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Home to School Liaison	In an effort to increase family engagement with Foster Youth, English learners and low-income families, Mt Lassen Charter School will have a dedicated liaison to meet and support families of unduplicated students. The teacher liaison will encourage unduplicated students to participate in all aspects of school.	$500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	MLCS will maintain a safe, positive, productive learning environment where students are meaningfully engaged in academics as well as a variety of co-curricular activities. Parents will feel welcomed and valued as partners in this educational process. Priority 3 - Basic Priority 5 - Basic Priority 6 - Basic

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a. - Rating of progress in providing families with information and resources to support student learning and development in the home. Local Indicators Self-Reflection Tool.	Level 3 - Initial Implementation				Level 5 - Full Implementation and Sustainability
Priority 3b. - Rating of progress in providing all families with opportunities to	Level 3 - Initial Implementation				Level 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provide input on policies and programs, and implementing strategies to reach and seek input from low income, English Learners, and Foster Youth pupils. Local indicators. Self-Reflection Tool					
Priority 3c. - Parental participation rates in programs for students with disabilities. SEIS	100%				100%
Priority 5a. - School attendance rates. CALPADS 2019-20	100%				100%
Priority 5b. - Chronic absenteeism rates. CDE Dashboard 2019-20	1.1%				0%
Priority 5c. - Middle School dropout rates. CDE Dashboard 2019-20	0%				0%
Priority 5d. - High School dropout rates. CDE Dashboard 2019-20	0%				0%
Priority 5e. - High school graduation rates. CDE Dashboard 2019-20	80%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6a. - Pupil suspension rates. CDE Dashboard 2019-20	0%				0%
Priority 6b. - Pupil expulsion rates. CDE Dashboard 2019-20	0%				0%
Priority 6c. - Rating of progress in providing students and family support for student engagement and safety. Local Indicators. Self-Reflection Tool	Level 3 - Initial Implementation				Level 5 - Full Implementation and Sustainability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent trainings on intervention supports	MLCS will provide and assist parents/families with intervention tools and strategies to promote a safe, positive, productive learning environment.	$2,500.00	Yes
2	Home-School Communications	Mt Lassen Charter School will actively communicate with students and families through weekly student meetings, emails, AERIES SIS communication, phone calls and newsletters each learning period on all upcoming events to foster strong home-school relationships.	$2,750.00	No
3	Registration	As part of the twice yearly registration process teachers/parents/guardians and students will review all the requirements of the Master Agreement so students/families have a		No

Action #	Title	Description	Total Funds	Contributing
		clear understanding of the scope of the Mt Lassen Charter School independent study program before enrolling.		
4	Unduplicated	In an effort to increase family engagement particularly among our Foster Youth, English learners and low-income families, the MLCS Director will reach out specifically to parents of unduplicated students to better understand the barriers to engagement and consider possible solutions, such as child care, participation incentives, timing of meetings and effective communication methods.		Yes
5	Home to School Liaison	In an effort to increase family engagement with Foster Youth, English learners and low-income families, Mt Lassen Charter School will have a dedicated liaison to meet and support families of unduplicated students. The teacher liaison will encourage unduplicated students to participate in all aspects of school.	$500.00	Yes
6	Intervention program	In an effort to meet the needs of students, MLCS Coordinator will plan and meet 1 x monthy with staff to discuss the needs of struggling students through SST and RTi meetings. If needed meetings can occur more frequently. A 3 tiered intervention program will be incorporated to identify the level of need of each student.	$23,096.00	Yes
7	Professional Development	MLCS staff will participate in 3 professional developments through Edgenuity and the SEL community of practice program offered through LCOE to promote a safe, positive, productive learning environment both academically and emotionally.	$3,350.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	The number of MLCS students meeting proficiency or making significant progress towards proficiency in ELA and Math will increase by 5% annually. State Priority 4 State Priority 8

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a. - State student assessments. CAASPP 2019-20	2019-20 CAASPP ELA Met or Exceeded Standards 3rd - 0% (2 students) 4th - 55% (8) 5th - 0% (2) 6th - 70% (7) 7th - 44% (11) 8th - 60% (20) 11th - 44% (9) CAASPP Math Met or Exceeded Standard 3rd - 0% (2) 4th - 12% (9)				Increase of 10% per cohort

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 0% (2) 6th - 28% (7) 7th - 27% (9) 8th - 10% (20) 11th - 11% (9)				
Priority 4b. - Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University. CDE Dashboard 2019-20	13.3%				50%
Priority 4c. - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE approved career technical education standards and frameworks. CDE Dashboard 2019-20	0%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4d. - Percentage of pupils who have successfully completed both types	13.3%				50%
Priority 4e. - Percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments	0%, 2 EL students were tested, 0 were reclassified				100%
Priority 4f. - English learner reclassification rate	0%, 2 EL students were tested, 0 were reclassified				100%
Priority 4g. - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Aeries SIS	0%, currently 0 pupils have taken an advance placement examination				25%
Priority 4h - Percentage of pupils who demonstrate	13.3%				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. CDE Dashboard 2019-20					
Priority 8 - Scantron Performance Series Assessment Spring 2021	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA subject area proficiency	MLCS teachers and support staff will support students to achieve ELA proficiency.	$2,125.00	Yes
2	Math subject area proficiency	MLCS teachers and support staff will support students to achieve Math proficiency.	$1,500.00	
3	ELA assessments	All MLCS students will be assessed, twice yearly, in ELA using local summative assessments.	$1,500.00	
4	Math assessments	All MLCS students will be assessed, twice yearly, in Math using local summative assessments.	$1,500.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.02%	89,450

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 2, 3
Goal 2 Action 3, 4
Goal 3 Action 1, 4, 5, 6, 7

Intervention Systems, Instructional Support, Family Engagement, and Professional Development

Research shows that focused, intentional and evidence/research-based interventions has a positive impact on student achievement. We will remove barriers to students attending and participating in these programs. Staff lacking the understanding and knowledge of CCSS, differentiated instruction, SIS and LMS can be a barrier to students receiving proper interventions. MLCS staff will be trained and understand how to utilize CCSS, differentiated instruction, SIS and LMS in a RtI environment with a 3 Tiered intervention system to assist all students, especially foster youth, English learners, and low-income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In an effort to better address and serve our foster youth, English learners and low-income students, MLCS recognizes that we need to provide focused, intentional and evidence based interventions to those that we have identified through a MTSS of support which includes access to grade content curriculum. We are committed to implementing and improving a 3 tiered intervention program that utilizes data to

identify students in a 3 tiered intervention system and developing individualized, academically rigorous course of study with appropriate support for each student, especially foster youth, English learners and low-income students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$76,247.00	$14,768.00	$24,133.00	$20,096.00	$135,244.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$72,853.00	$62,391.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Appropriately Credentialed Staff	$4,200.00				$4,200.00
1	2	English Learners Foster Youth Low Income	Professional Development	$5,000.00	$3,350.00			$8,350.00
1	3	English Learners Foster Youth Low Income	Instructional Support	$19,152.00	$8,068.00	$24,133.00		$51,353.00
1	4	All	Broader range of study	$5,000.00				$5,000.00
1	5	All	Technology	$5,000.00				$5,000.00
1	6	All	Facilities	$13,520.00				$13,520.00
2	1	All	Community College enrollment	$3,000.00				$3,000.00
2	2	English Learners Foster Youth Low Income	Comprehensive Info on college	$5,000.00				$5,000.00
2	3	English Learners Foster Youth Low Income	Family Engagement	$500.00				$500.00
2	4	English Learners Foster Youth Low Income	Home to School Liaison	$500.00				$500.00
3	1	English Learners Foster Youth Low Income	Parent trainings on intervention supports	$2,500.00				$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All	Home-School Communications	$2,750.00				$2,750.00
3	3	All	Registration					
3	4	English Learners Foster Youth Low Income	Unduplicated					
3	5	English Learners Foster Youth Low Income	Home to School Liaison	$500.00				$500.00
3	6	English Learners Foster Youth Low Income	Intervention program	$3,000.00			$20,096.00	$23,096.00
3	7	All	Professional Development		$3,350.00			$3,350.00
4	1	English Learners Foster Youth Low Income	ELA subject area proficiency	$2,125.00				$2,125.00
4	2		Math subject area proficiency	$1,500.00				$1,500.00
4	3		ELA assessments	$1,500.00				$1,500.00
4	4		Math assessments	$1,500.00				$1,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$38,277.00	$93,924.00
LEA-wide Total:	$19,152.00	$51,353.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$19,125.00	$42,571.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt Lassen Charter School	$5,000.00	$8,350.00
1	3	Instructional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt Lassen Charter School	$19,152.00	$51,353.00
2	2	Comprehensive Info on college	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt Lassen Charter School 9-12	$5,000.00	$5,000.00
2	3	Family Engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt Lassen Charter School	$500.00	$500.00
2	4	Home to School Liaison	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt Lassen Charter School	$500.00	$500.00
3	1	Parent trainings on intervention supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt Lassen Charter School	$2,500.00	$2,500.00
3	4	Unduplicated	Schoolwide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	Specific Schools: Mt Lassen Charter School		
3	5	Home to School Liaison	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt Lassen Charter School	$500.00	$500.00
3	6	Intervention program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt Lassen Charter School	$3,000.00	$23,096.00
4	1	ELA subject area proficiency	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt Lassen Charter School	$2,125.00	$2,125.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Mt. Lassen Charter School	Hillary Magarrell Director	hmagarrell@fortsage.org 530-252-4313

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** priority1 (A) MLCS will strive to maintain the current level of 100% of certificated staff are appropriately assigned and credentialed. (SARC) **Baseline** priority1 (A) 100% of certificated staff are appropriately assigned and credentialed. (SARC) priority1 (A) 100% of the teaching staff hold K-8 self-contained credentials, 25% of the teaching staff are qualified to teach all core academic subjects, 63% of the teaching staff hold subject matter certificates in Social Science, 50% of the teaching staff hold subject matter certificates in Science, 38% of the teaching staff hold subject matter certificates in English, 63% of the teaching staff hold subject matter certificates in Math. (CTC teaching credential data, VPSS certification or NCLB HQT)	Priority 1: Local Indicator/Teacher credential priority 1 (A) 100% of the teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (2019 SARC)
Metric/Indicator	Priority 1: Local Indicator/Instructional materials

Expected	Actual
Priority 1: Local Indicator/ Instructional materials **19-20** priority1 (B) MLCS will maintain the current level of 100% of students will have access to standards-aligned instructional materials. (SARC) **Baseline** priority1 (B) 100% of students have access to standards-aligned instructional materials. (SARC)	priority 1 (B) 100% of students have access to standards-aligned instructional materials. (2019 SARC)
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **19-20** priority1(C) facility inspections are conducted quarterly. Routine maintenance will be completed in a timely fashion after each inspection. (LEA check list) **Baseline** priority1(C) facility inspections are conducted quarterly. Routine maintenance is completed in a timely fashion after each inspection. (LEA check list)	Priority 1: Local Indicator/Facilities in good repair priority 1 (C) The school facility is in good repair as verified by the City of Susanville building inspector and the City of Susanville Fire Department at the conclusion of inspections conducted during November 2019. (LEA check list)
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** priority2 (A) Teachers will work to increase their capability to implement CA standards. (California State Standards Implementation Metrics as developed by BCOE) English Language Arts - 3 Mathematics - 3 English Language Development - 3 Career Technical Education - 2 Health Education Content Standards - 2 History-Social Science - 2 Model School Library Standards - 1	Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool priority 2 (A) Teachers will work to increase their capability to implement CA standards. (California State Standards Implementation Metrics as developed by BCOE) English Language Arts - 3 Mathematics - 3 English Language Language Development - 3 Career Technical Education - 2 Health Education Content Standards - 3 History-Social Science - 3 Model School Library Standards - 2 Physical Education Model Content Standards - 2

Expected	Actual
Physical Education Model Content Standards - 2 Next Generation Science Standards - 2 Visual and Performing Arts - 3 World Language - 2 **Baseline** priority2 (A) After using newly adopted CCSS curriculum in ELA and Math during the 2016/2017 school year teachers are in "Full Awareness" and incorporate CA standards into their daily lesson plans. Performance standards for History/Social Science, Next Generation Science, Career Technical Education, Visual and Performing Arts, World Language and Model School library fall within the "Developing Awareness" metric for the teaching staff.	Next Generation Science Standards - 3 Visual and Performing Arts - 3 World Language - 2
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **19-20** priority2 (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. (English Learner Program Metric as developed by BCOE) **Baseline** priority2 (B) 100% of English learners have access to sheltered instruction and publisher provided support materials for purposes of acquiring content knowledge and developing English language skills. MLCS has two English learners. Both took the CELDT in October. One student remained at an Early Advanced level the other student increased his overall score by 31 points at the Intermediate level. (2016/17 CELDT scores)	Priority 2: Local Indicator/Implementation of State Standards/ELD priority 2 (B) 100% of English learners have access to sheltered instruction and publisher provided support materials for purposes of acquiring content knowledge and developing English language skills. (English Learner Program Metric as developed by (BCOE)
Metric/Indicator Priority 7: Local Metric/A broad course of study	Priority 7: Local Metric/A broad course of study

Expected	Actual
19-20 priority7 (A) 1. MLCS tracks progress in meeting Priority 7 standards by reviewing course offerings as well as class and school schedules. Using student transcripts, AERIES and the Mt Lassen Charter School, board approved, graduation work sheet individual student enrollment in a broad course of study is monitored for students in grades 7-12. 2. MLCS will maintain a level of student access to a broad course of study for 100% of students. In addition to core academic classes and physical education, all students in grades kindergarten - 12th grade have access to VAPA classes offered on site and through contracted vendor classes. High School students have the the opportunity to choose electives as part of their course of study. 3. There are no barriers preventing the school to provide access to a broad course of study for all students. 4. Reviewing the data on the selected measures to track student enrollment in a broad course of study no new actions are needed. **Baseline** 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). Student lesson plans are aligned with CA State Standards. Additionally students complete A-G courses and classes at Lassen Community College and California State University, Chico. During the 2016/2017 school year 9-12 students completed 20 A-G classes.	priority 7 (A) MLCS provides 100% of students a broad course of study. Student lesson plans are aligned with CA State Standard. (Course offerings as well as class and school schedules provide evidence)
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20**	priority 7 (B) Local Metric/Programs/services developed and provided to individual with exceptional needs. Special attention is given when creating an educational plan for unduplicated students. Each student's particular circumstance is

Expected	Actual
priority7 (B) Special attention is given when creating an educational plan for unduplicated students. Each student's particular circumstance is evaluated before implementing their educational plan. Programs and services are available to 100% of unduplicated students as evidenced by (AERIES, CALPADS, transcripts, Master Agreement) MLCS provided access to students with exceptional needs at a level consistent with the level of service available to all students. **Baseline** priority7 (B) Special attention is given when creating an educational plan for unduplicated students. Each student's particular circumstance is evaluated before implementing their educational plan. (Programs and services are available to 100% of unduplicated students as evidenced by CALPADS/SIS)	evaluated before implementing their educational plan. Programs and services are available to 100% of unduplicated students as evidenced by (AERIES, CALPADS, transcripts, Master Agreement)
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20** priority7 (C) 100% of Individualized curriculum plans are tailored for students with exceptional needs. Programs and services are available to 100% of unduplicated students as evidenced by (AERIES, CALPADS, transcripts, Master Agreement) Not only do students with exceptional needs have access to all classes available to all students. MLCS continues to maintain a high level of service for this student population. **Baseline** priority7 (C) 100% of Individualized curriculum plans are tailored for students with exceptional needs. (Programs and services are	priority 7 (C) 100% of curriculum plans are tailored for students with exceptional needs. Programs and services are available to 100% of students with special needs as evidenced by (AERIES, CALPADS, transcripts, Master Agreement)

Expected	Actual
available to students with exceptional needs as evidenced by CALPADS/SIS)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mt Lassen Charter School will hire appropriately credentialed teaching staff.	advertising 5000-5999: Services And Other Operating Expenditures Base $500	advertising-EdJoin-Paid by District in 19-20 5000-5999: Services And Other Operating Expenditures Base 0
Mt Lassen Charter School will evaluate and purchase as needed NGSS instructional materials. Science curriculum will be purchased for use this school year.	instructional materials 4000-4999: Books And Supplies Base $60,000	instructional materials 4000-4999: Books And Supplies Base $0
Mt Lassen Charter School will maintain all campus facilities to be Williams compliant and in compliance with NCSIG insurance requirements.	Building repair and maintenance 5000-5999: Services And Other Operating Expenditures Base $2,000.00	building repair and maintenance 5000-5999: Services And Other Operating Expenditures Base $3,951
Mt Lassen Charter School will provide additional teacher support for sheltered instruction and publisher-provided support materials for purposes of acquiring content knowledge and developing English language skills.	independent contractors 5800: Professional/Consulting Services And Operating Expenditures Supplemental $3000.00 EL materials 4000-4999: Books And Supplies Supplemental $500.00 Included in Professional Consulting Services above Not Applicable Base $0	Classified Instructional Support Staff 2000-2999: Classified Personnel Salaries Supplemental $3,000 EL materials 4000-4999: Books And Supplies Supplemental $500 included in Professional Consulting Services above Not Applicable Base $ 0
Mt Lassen Charter will provide certificated subject area specialist to bolster academic support in ELA and Math.	Payment for independent contractors- Low performing Block Grant 5800: Professional/Consulting Services And Operating Expenditures Other $21,000.00	payment for independent contractors - Low performing Student Block Grant 5800: Professional/Consulting Services And Operating Expenditures Other $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures included in Professional Services above. Not Applicable Base $0	expenditures included in Professional Services above Not Applicable Base $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference between budgeted and actual expenditures did not have an effect on the services provided. Due to COVID-19 independent contractors -low performing block grant money were not used and allocated for online resources that students accessed virtually. In addition, MLCS staff supported students in a small group and one-on-one environment were COVID-19 safety precautions were taken.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 presented many challenges in implementing actions/services to achieve goals. MLCS staff adapted by making the environment safe for learning by adding desk shields for students and staff to work behind. In addition, social distancing was implemented to create a setting that students, families and staff felt safe.

Goal 2

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** priority4 (A) Students in grades 3-8 and 11 will take summative CAASPP assessments in ELA and Math each spring. **Baseline** priority4 (A) Performance on Standardized tests: Students were assessed in ELA and Math in the fall using the Scantron Performance Assessment instead of the CAASPP interim test. At the time of the MLCS fall testing window CAASPP was down for maintenance and not available for testing. Students in grades 3-8 and 11 will take the CAASPP in May. (2016 CAASPP data percentage of students Near Standard or Above Standard)	Priority 4: State Indicator/Academic IIndicator/Grades 3 - 8 ELA SBAC results priority 4 (A) Mt Lassen Charter has a California School Dashboard color of green for English Language Arts. All students are 9.4 points above standard an increase of 12.9 points. The only identified student group is white with a dashboard color of blue and 22 points above standard and increase of 19 points. Mt Lassen Charter has a California School Dashboard color of orange for Mathematics. All students are 66.1 points below standard a decline of 7.3 points. The only identified student group is white with a dashboard color of orange and 55.3 points below standard. (California School Dashboard-2019)
Metric/Indicator Priority 4: The Academic Performance Index	priority 4 (B) The Academic Performance Index not applicable

Expected	Actual
19-20 priority4 (B) Multiple measure replacement for API not available at this time. **Baseline** priority4 (B) API data for 2016/2017 is unavailable (CDE)	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion **19-20** priority4 (C) Students in grades 9-12 will complete concurrent enrollment classes that align with a college or CTE readiness pathway as evidenced by CALPADS. **Baseline** priority4(C) 11% of high school students completed UC or CSU entrance requirements or career technical education course work. (As evidenced by college and high school transcripts)	Priority 4: State Indicator/College and Career Indicator/Career pathway completion priority 4 (C) Mt Lassen Charter does not have a dashboard performance color for College/Career. 13.3% of students are prepared, 40% are approaching prepared and 46.7% are not prepared. (California School Dashboard-2019)
Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates **19-20** priority4 (D) EL students will be ELPAC assessed annually. Redesignation rates will be reported in CALPADS. **Baseline** priority4 (D) Fall 2016 100% (two students) of English learners were CELDT tested. One student remained at an Early Advanced level the other student increased his overall score by 31 points at the Intermediate level. (2016/17 CELDT scores)	Priority 4: State Indicators/Academic Indicator/ELPAC proficiency rates priority 4 (D) MLCS had 2 EL students enrolled during the 2019/2020 school year. 100% of EL students took the ELPAC Summative Assessment in March 2020.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20**	Priority 4: State Indicator/Academic Indicator/Reclassification rates priority 4 (E) Two high school students took the ELPAC summative assessment in March 2020. No students were redesgnated. (CALPADS)

Expected	Actual
priority4 (E) EL student reclassification rates will be reported in CALPADS. **Baseline** priority4 (E) 0% of English Learners were reclassified. 100% of English Learners made progress towards reclassification. (2016/2017 CELDT scores)	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate **19-20** priority4 (F) High School students will be encouraged to take Advanced Placement Exams (reported in SIS) **Baseline** priority4 (F) Two students took the SAT exam. (SAT results) High School students completed twenty-five college courses reported by the colleges and included in our Student Information System (AERIES)	Priority 4: State Indicator/College and Career Indicator/AP pass rate priority 4 (F) 100% of 9th grade students have the opportunity to take the PSAT test. 100% of 11th and 12th grade students have the opportunity to take the SAT and/or the ACT test. All high school students were encouraged to take Advanced Placement Exams. (AERIES)
Metric/Indicator Priority 4: College and Career Ready/A-G course completion **19-20** priority4 (G) 10.5% of high school students completed concurrent classes.(As evidenced by college and high school transcripts) Community College preparedness assessment tests are no longer required for entrance into community college. **Baseline** priority4 (G) 23% of high school students will take the Lassen Community College preparedness assessment tests. (Assessment Scores)	Priority 4: College and Career Ready/A-G course completion priority 4 (G) XXX% of high school students completed A-G courses using the online platform Edgenuity. High school students completed 8 dual-enrollment classes at the community college.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

Expected	Actual
19-20 priority8 Pupil outcomes were measured and reported using report cards and transcripts. (AERIES) MLCS utilizes additional multiple measures to monitor student outcomes such as; Scantron Performance Assessment data, daily work samples and assessments embedded within the course curriculum, teacher grade books, student portfolios, oral evaluation. **Baseline** priority 8 Pupil outcomes will be measured using CAASPP data, Performance Assessment, daily work samples and assessments imbedded within the course curriculum. (AERIES)	priority 8 Pupil outcomes were measured and reported using report cards and transcripts. (AERIES) MLCS utilizes additional multiple measures to monitor student outcomes such as; Scantron Performance Assessment data, daily work samples and assessments embedded within the course curriculum, teacher grade books, student portfolios, oral evaluation.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mt Lassen Charter School will administer the ELPAC assessment annually to all English Learners.	Certificated stipend to administer ELPAC 1000-1999: Certificated Personnel Salaries Supplemental $1,500.00	Certificated stipend to administer ELPAC 1000-1999: Certificated Personnel Salaries Supplemental $1,500.00
Mt Lassen Charter School will provide professional development to certificated and classified staff to insure that local indicators for college/career readiness are accurately entered in to state-wide student information systems.	travel and conference expenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000	travel and conference expenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000
Mt Lassen Charter School will provide targeted support for students in grades 9-12 that will provide students and families with comprehensive information about college costs, options for paying for college and financial aid, and scholarship processes.	classified stipend position 2000-2999: Classified Personnel Salaries Supplemental $1,000.00	classified stipend position 2000-2999: Classified Personnel Salaries Supplemental $1,000
Mt Lassen Charter School will encourage high school students to take advantage of the free tuition available at Lassen Community College. Students may take any class at Lassen College for which they meet all prerequisites. California State University, Chico, also offers greatly reduced tuition to high school students in their region.	student materials 4000-4999: Books And Supplies Supplemental $2,000.00	student materials to access college classes 4000-4999: Books And Supplies Supplemental $2,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mt Lassen Charter School students in grades K-8 and 11 will be assessed in English Language Arts and Math using the Scantron Performance Assessment .	Costs for Scantron web-based service 5000-5999: Services And Other Operating Expenditures Supplemental $1,410.00	1 year subscription to Scantron Performance Assessment service 5000-5999: Services And Other Operating Expenditures Supplemental $1,410.00
Mt Lassen Charter School will provide supplemental educational resource materials to State aligned curriculums to improve student understanding of concepts.	Supplemental materials for students 4000-4999: Books And Supplies Supplemental $10,000.00 Fine arts independent contractor services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10.000.00	supplemental materials for students 4000-4999: Books And Supplies Supplemental $10,000.00 fine arts independent contractor services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,363.00
Mt Lassen Charter School will hire instructional support staff to work with students individually and in small groups to improve English Language Arts and Math skills.	Instructional support staff 2000-2999: Classified Personnel Salaries Supplemental $24,000.00 Benefits for instructional staff 3000-3999: Employee Benefits Supplemental $22,000.00 Action Eliminated Not Applicable Other $0	instructional support staff 2000-2999: Classified Personnel Salaries Supplemental $24,000 benefits for instructional staff 3000-3999: Employee Benefits Supplemental $22,000
Mt Lassen Charter School will provide professional development for teachers and paraprofessionals to create a school climate that systematically and comprehensively encourages college aspirations for all students.	Costs for professional development 5000-5999: Services And Other Operating Expenditures Supplemental $3,000.00 Costs for travel expenses 4000-4999: Books And Supplies Supplemental $1,500.00	Professional development/school climate/college aspirations 5000-5999: Services And Other Operating Expenditures Supplemental $3,000 Costs for travel expenses 4000-4999: Books And Supplies Supplemental $1,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference between budgeted and actual expenditures did not have an effect on the services provided. Due to COVID-19 fine arts independent contractor money were not used and allocated for online resources that students accessed virtually. Fine arts were delivered through an independent study model.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 presented many challenges in implementing actions/services to achieve goals. MLCS staff adapted by making the environment safe for learning by adding desk shields for students and staff to work behind. In addition, social distancing was implemented to create a setting that students, families and staff felt safe.

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 actively engage with their child's teacher and collaborate on curriculum choices and instructional strategies.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** priority 3(A) Mt Lassen Charter School 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. Annually parents, students, staff and other stakeholders are given an Engagement survey to gauge their perception of school climate and culture. (Local indicator)	Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool priority 3 (A) Mt Lassen Charter School actively encourages parents to be involved with their child's education. Mt Lassen Charter has an active parent stakeholder group providing input on all aspects of the charter program. Annually parents, students, staff and other stakeholders are given an Engagement survey to determine perceptions of school climate and culture. (Local indicator)

Expected	Actual
Baseline 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. Parents/guardians, students, staff and stakeholders have participated in the following school climate surveys; California Health Kids Survey grades 7, 9, and 11, parents and staff, Lassen County sub-committee on bullying grades 6-12, Career College Readiness Presidential Survey grades 6-12, School Climate Survey grades k-12, parents, and stakeholders. (stakeholder meetings 8/26/16, 10/11/16, 2/22/17) Additionally parents/guardians meet a minimum of once per learning period with the teaching staff)	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** priority3 (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. (Community Engagement Metric adopted by the Butte County Office of Education) **Baseline** 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. (MLCS is considered "Emerging" to "Progressing" on the Family and Community Engagement Metric adopted by the Butte County Office of Education)	Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 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. On the Butte County Office of Education Family and Community Engagement Metric, MLCS is Progressing to Excelling."
Metric/Indicator	Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

Expected	Actual
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** priority3 (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. (Local metric will be measured by percentage of parents participating in scheduled IEP meetings) **Baseline** 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. (100% of parents with students on IEPs participated in scheduled IEP meetings)	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. 100% of parents participated in scheduled IEP meetings in 2020-21.
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** priority5 (A) MLCS will strive to maintain an attendance rate of 99.22% (AERIES) **Baseline** priority 5(A) 98% school unduplicated attendance rate. (AERIES)	Priority 5: Local Metric/Student Engagement/School attendance rates priority 5 (A) P2 attendance for MLCS is 116 (CDE Dashboard 2020)
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** priority5 (B) MLCS maintain a 0% chronically absenteeism rate as (evidenced by the California School Dashboard) **Baseline** priority 5(B) 1.0 % chronic unduplicated absenteeism rate. (AERIES)	Priority 5: State Indicator/Student Engagement?Chronic absenteeism rates priority 5 (B) MLCS has a chronic absenteeism rate of 1.1%. (California School Dashboard - 2019)

Expected	Actual
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** Priority5 (C) MLCS will maintain a 0% middle school dropout rate during the 2019/2020 school year. (AERIES) **Baseline** priority 5(C) 0% middle school dropout rate. (AERIES)	Priority 5: Local Metric/Middle school dropout rate priority 5 (C) MLCS has a 0% middle school dropout rate. (CALPADS - 2020)
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** Priority5 (D) MLCS will maintain a 0% high school dropout rate. (AERIES) **Baseline** priority 5(D) 1.85% high school cohort dropout rate. (AERIES)	Priority 5: Local Metric/High school dropout rate priority 5 (D) MLCS had 0 high school dropouts in 2020. (CALPADS)
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **19-20** priority5 (E) Certificated staff will work with parents to improve high school graduation rates. (California School Dashboard) **Baseline** priority 5(E) 77.8% high school cohort graduation rate. (California School Dashboard)	Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator priority 5 (E) Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. MLCS had an 80% graduation rate in 2019. (California School Dashboard - 2019)
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** priority6 (A) Mt Lassen Charter School will endeavor to maintain a 0% suspension rate (California School Dashboard and AERIES)	Priority 6: State Indicator/Student Suspension Indicator priority 6 (A) MLCS has a 0% suspension rate. (California School Dashboard - 2019)

Expected	Actual
Baseline priority 6(A) 0% pupil suspension rate. (AREIES)	
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** priority6 (B) Mt Lassen Charter School will endeavor to maintain a 0% expulsion rate (California School Dashboard and AERIES) **Baseline** priority 6(B) 0% pupil expulsion rate. AERIES)	Priority 6: Local Metric/Explusion rate priority 6 (B) MLCS has a 0% explusion rate. (California School Dashboard - 2019)
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** priority6 (C) Parents, staff and students will be given a survey to guage perceptions on school climate. (local indicator survey results) **Baseline** priority 6(C) Parents, students, and staff completed surveys to provide input on how to improve the school climate at MLCS. (California Health Kids Survey grades 7, 9, and 11, parents and staff, Lassen County sub-committee on bullying grades 6-12, Career College Readiness Presidential Survey grades 6-12, School Climate Survey grades k-12, parents, and stakeholders)	Priority 6: Local Indicator/Local tool for school climate priority 6 (C) MLCS administers a local climate survey at least every other year that provides a valid measure of preceptions of school safety and connectedness. Mt. Lassen Charter School (MLCS) used a local survey to gather input from parents/guardians. The survey consisted of 31 questions organized into three areas of focus; (1) Building Relationships between School Staff and Families (2) Building Partnerships for Student Outcomes (3) Seeking parent/guardian input for Decision-making. Results from the current survey showed that 97.3% of parents feel Mt Lassen Charter School ensures children and families receive an educational experience in an inclusive, welcoming, and supportive environment. The survey was distributed to parents, and students, in grades 4 - 12 during April of 2019. 29.2% of parents including parents of unduplicated students completed the survey. As a school of choice parents are very involved in their children's education. At MLCS parents have a significant voice in many aspects of the total school program. Areas identified as weaknesses by staff, parents, and other stakeholders are quickly addressed and mitigated when possible resulting in a very high approval rates by parents and students.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mt Lassen Charter School 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.	Stipend for Credential Staff Member 1000-1999: Certificated Personnel Salaries Supplemental $1,000.00	stipend for Credential Staff Member 1000-1999: Certificated Personnel Salaries Supplemental $1,000
Mt Lassen Charter School actively seeks Input 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, addressed by the Fort Sage Unified School District board of trustees for action.	incentives for parents 4000-4999: Books And Supplies Base $1,000.00	incentives for parents 4000-4999: Books And Supplies Base $500
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 Mt Lassen Charter School independent study program.	refreshments at parent/guardian meetings 4000-4999: Books And Supplies Base $1000.00	refreshments at parent/guardian meetings 4000-4999: Books And Supplies Base $50
Mt Lassen Charter School will offer monthly science, technology, engineering, art and math (STEAM) field trips to provide real-life experiences for students and their families.	field trip expenses 4000-4999: Books And Supplies Base $2,000.00	field trip expenses 4000-4999: Books And Supplies Base 0
Mt Lassen Charter School strongly encourages families of unduplicated students to attend all family engagement activities. Incentives for attendance will be provided.	food and supplies 4000-4999: Books And Supplies Supplemental $2,000.00	food and supplies 4000-4999: Books And Supplies Supplemental 0
Mt Lassen Charter School will provide trainings to parents to assist them with best practices to help their students have an academically successful school experience.	food and supplies 4000-4999: Books And Supplies Base $2,000.00	food and supplies 4000-4999: Books And Supplies Base 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The difference between budgeted and actual expenditures did not have an effect on the services provided. Due to COVID-19 field trips, refreshments at parent/guardian meetings and food and supplies money for these event were not needed because locations were closed or virtual. These monies were allocated for online resources that students accessed virtually.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 presented many challenges in implementing actions/services to achieve goals. MLCS staff adapted by making the environment safe for meetings by adding desk shields for students and staff to work behind. In addition, social distancing and virtual options were implemented to create a setting that students, families and staff felt safe.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MLCS is an non-classroom based, independent study charter school. MLCS will continue to monitor local and state guidelines related to in-person offerings. Technology and training will be provided to support staff and students to increase and improve services.	$8,500		Yes
MLCS is an non-classroom based, independent study charter school. Mt Lassen Charter will provide instructional materials to ensure students have access to appropriate resources in a safe environment to work toward improving student outcomes.	$34,300		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

As a nonclassroom-based charter school, in-person learning is not part of our learning model. As per CDE guidelines nonclassroom-based
charter schools do not provide distance learning as defined in EC Section 43500(a). Instead, MLCS, as a nonclassroom-based charter
school will continue to provide independent study pursuant to our charter petition. As a result, this portion of the Learning Continuity Plan
does not apply to nonclassroom-based charters who are defined as such pursuant to EC Section 47612.5

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a nonclassroom-based charter school, in-person learning is not part of our learning model. As per CDE guidelines nonclassroom-based

charter schools do not provide distance learning as defined in EC Section 43500(a). Instead, MLCS, as a nonclassroom-based charter school will continue to provide independent study pursuant to our charter petition. As a result, this portion of the Learning Continuity Plan
does not apply to nonclassroom-based charters who are defined as such pursuant to EC Section 47612.5

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mt Lassen Charter School will add additional special education staff to provide direct services to students supporting their access to instruction and to make progress toward their academic, personal and social goals.	$20,000	$20,000	Yes
MLCS will add a variety of technology and services to support students with unique needs to improve outcomes by providing necessary tools to access instruction and assessments.	$25,540	$21,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Chromebooks were obtained through a grant at no cost. As a nonclassroom-based program all students are enrolled in an independent study program as described in the Master Agreement. The on
site tutoring labs will be open to students who desire to meet with their teachers in-person. Access to the tutoring labs will be subject to
following public health orders and guidance, as applicable, in determining safe in-person tutoring.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As a nonclassroom-based program all students are enrolled in an independent study program as described in the Master Agreement. The on
site tutoring labs will be open to students who desire to meet with their teachers in-person. Access to the tutoring labs will be subject to
following public health orders and guidance, as applicable, in determining safe in-person tutoring.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MLCS will use standards based curriculum with embedded assessments and benchmarks to monitor student progress and provide appropriate intervention for students to improve student outcomes.	$17,000	$0	Yes
MLCS will use the Scantron Performance Series to gather baseline information on new students and add to already existing data on continuing students in English Language Arts and Mathematics. Students will be assessed in the fall of 2020 and the spring of 2021.	$1,410	$1,410	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Embedded assessments and benchmarks to monitor student progress and provide appropriate intervention for students to improve student outcomes were provided at no cost in 20-21 as a trial, and are being purchased in the 21-22 budget/LCAP year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

MLCS established a 2x per year formal assessment process using Scantron Performance Series for all students to help to identify students with specific needs. This data was used to support all students, especially unduplicated students, with areas of need. Based on Scantron Performance Series 60% of students were achieving at or about National Percentage Rating of 50 in Reading and 59% in Math.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

MLCS started the process of training on how to support and better serve students with mental health and social and emotional needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The major barrier to pupil and family engagement and outreach was the COVID pandemic. Due to uncertainties surrounding the pandemic, families were reluctant to have their pupils involved in in-person activities. Specific protocols were implemented to protect pupils and families who did participate or came for in-per activities.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Not applicable

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The difference between budgeted and actual expenditures did not have an effect on the services provided. Due to COVID-19 some budgeted money were not used and allocated for online resources that students accessed virtually. In addition, MLCS staff supported students in a small group and one-on-one environment were COVID-19 safety precautions were taken.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Mt Lassen Charter School is an non-classroom based charter school using an independent study model. MLCS, during COVID-19, learned to adapt to the uncertainties and develop protocols to ensure a safe environment for staff, students and families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Mt Lassen Charter School continues to assess and address learning loss, especially for pupils with unique needs, through a purposeful 3 tiered intervention program that utilizes assessments, progress monitoring on regular intervals (6 week), teacher input and other measures.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	172,410.00	87,774.00
Base	68,500.00	4,501.00
Other	21,000.00	0.00
Supplemental	82,910.00	83,273.00
	82,910.00	81,773.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	172,410.00	87,774.00
1000-1999: Certificated Personnel Salaries	2,500.00	2,500.00
2000-2999: Classified Personnel Salaries	25,000.00	28,000.00
3000-3999: Employee Benefits	22,000.00	22,000.00
4000-4999: Books And Supplies	82,000.00	14,550.00
5000-5999: Services And Other Operating Expenditures	6,910.00	8,361.00
5800: Professional/Consulting Services And Operating Expenditures	34,000.00	12,363.00
Not Applicable	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	172,410.00	87,774.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,500.00	2,500.00
2000-2999: Classified Personnel Salaries	Supplemental	25,000.00	28,000.00
3000-3999: Employee Benefits	Supplemental	22,000.00	22,000.00
4000-4999: Books And Supplies	Base	66,000.00	550.00
4000-4999: Books And Supplies	Supplemental	16,000.00	14,000.00
5000-5999: Services And Other Operating Expenditures	Base	2,500.00	3,951.00
5000-5999: Services And Other Operating Expenditures	Supplemental	4,410.00	4,410.00
5800: Professional/Consulting Services And Operating Expenditures	Other	21,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	13,000.00	12,363.00
Not Applicable	Base	0.00	0.00
Not Applicable	Other	0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	87,000.00	7,451.00
Goal 2	76,410.00	78,773.00
Goal 3	9,000.00	1,550.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$42,800.00	$42,800
Distance Learning Program	$45,540.00	$41,500.00
Pupil Learning Loss	$18,410.00	$1,410.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$106,750.00	$42,910.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$42,800.00	$42,800
Distance Learning Program	$45,540.00	$41,500.00
Pupil Learning Loss	$18,410.00	$1,410.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$106,750.00	$42,910.00

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Mt. Lassen Charter School
CDS Code:	18 75036 0121657
LEA Contact Information:	Name: Hillary Magarrell Position: Director Email: hmagarrell@fortsage.org Phone: 530-252-4313
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$1,363,424
LCFF Supplemental & Concentration Grants	$89,450
All Other State Funds	$155,403
All Local Funds	$74,237
All federal funds	$0
Total Projected Revenue	$1,593,064

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,246,655
Total Budgeted Expenditures in the LCAP	$135,244
Total Budgeted Expenditures for High Needs Students in the LCAP	$93,924
Expenditures not in the LCAP	$1,111,411

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$78,924
Actual Expenditures for High Needs Students in Learning Continuity Plan	$78,924

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$4,474
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Mt. Lassen Charter School has budgeted $487,679 for Certificated salaries, $133,011 for Classified salaries (including instructional aides and clerical staff), $326,834 for benefits (health/welfare, Medicare, FICA, State Unemployment Insurance, Worker's Comp, PERS, STRS), $98,680 for Supplies, $200,451 for services and rents including utilities, insurance, copier leases, cleaning, alarm system, yard maintenance, repairs, telephone service, postage, technology services, legal services if needed, and memberships in professional organizations. A 1% oversight fee is to be paid to Fort Sage Unified School District in the amount of $13,481.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Lassen Charter School

CDS Code: 18 75036 0121657

School Year: 2021-22

LEA contact information:
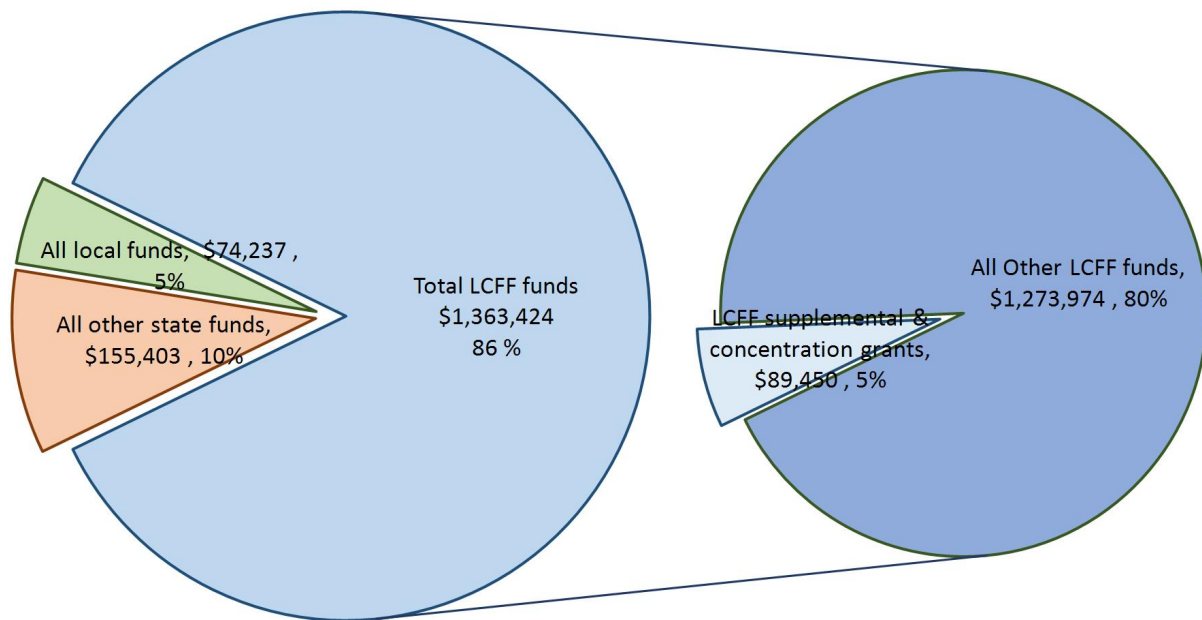
Hillary Magarrell

Director

hmagarrell@fortsage.org

530-252-4313

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $74,237 , 5%

All other state funds, $155,403 , 10%

Total LCFF funds $1,363,424 86 %

LCFF supplemental & concentration grants, $89,450 , 5%
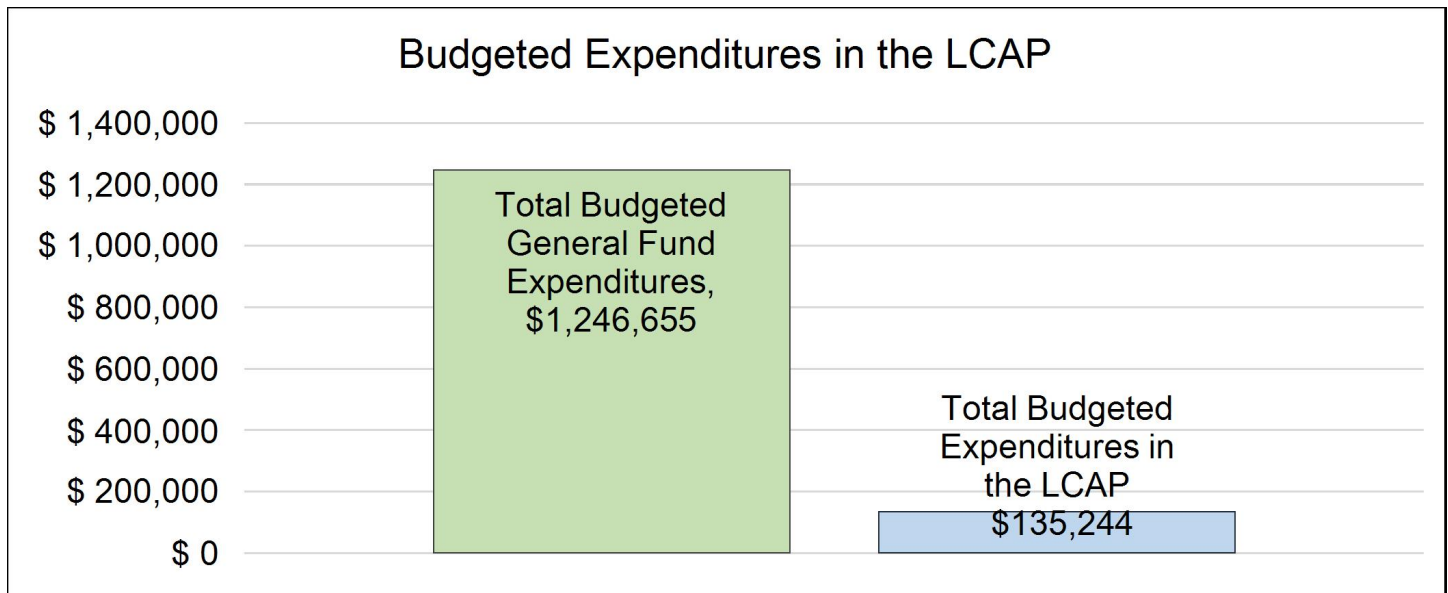
All Other LCFF funds, $1,273,974 , 80%

This chart shows the total general purpose revenue Mt. Lassen Charter School expects to receive in the coming year from all sources.

The total revenue projected for Mt. Lassen Charter School is $1,593,064, of which $1,363,424 is Local Control Funding Formula (LCFF), $155,403 is other state funds, $74,237 is local funds, and $0 is federal

funds. Of the $1,363,424 in LCFF Funds, $89,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,246,655

Total Budgeted Expenditures in the LCAP $135,244

This chart provides a quick summary of how much Mt. Lassen Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mt. Lassen Charter School plans to spend $1,246,655 for the 2021-22 school year. Of that amount, $135,244 is tied to actions/services in the LCAP and $1,111,411 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
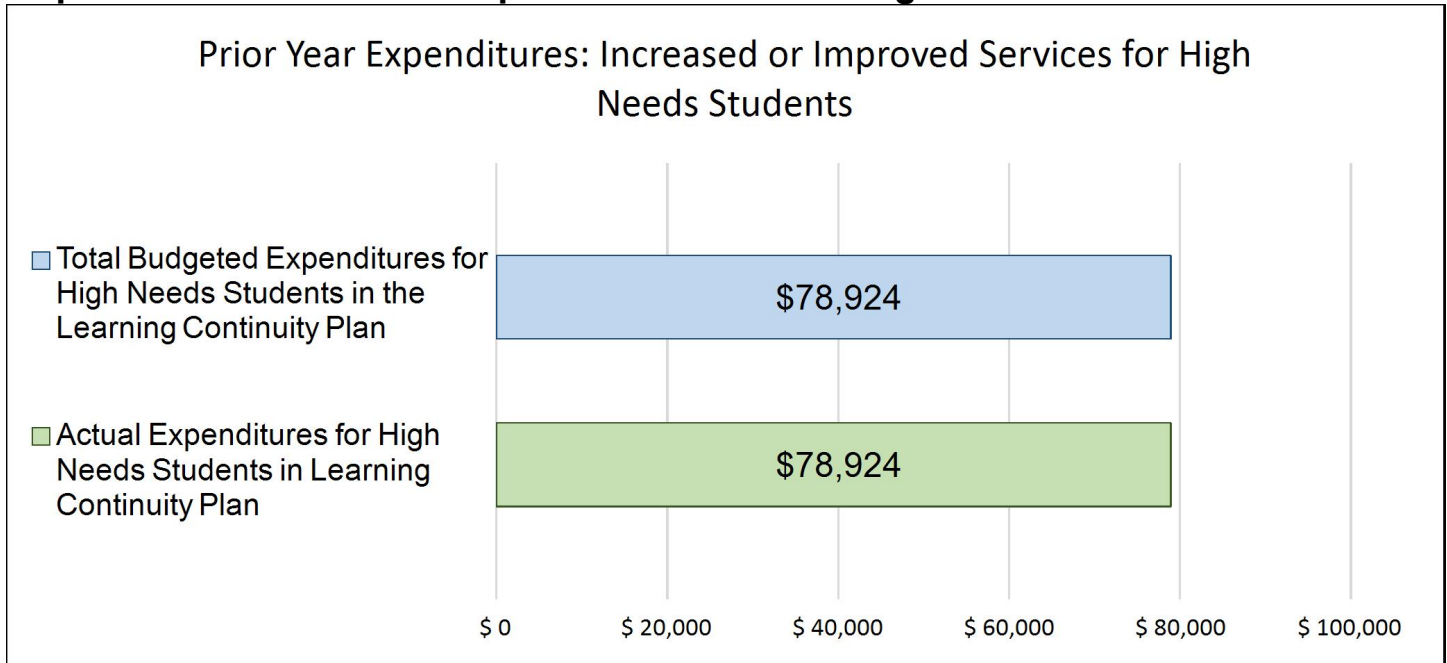
Mt. Lassen Charter School has budgeted $487,679 for Certificated salaries, $133,011 for Classified salaries (including instructional aides and clerical staff), $326,834 for benefits (health/welfare, Medicare, FICA, State Unemployment Insurance, Worker's Comp, PERS, STRS), $98,680 for Supplies, $200,451 for services and rents including utilities, insurance, copier leases, cleaning, alarm system, yard maintenance, repairs, telephone service, postage, technology services, legal services if needed, and memberships in professional organizations. A 1% oversight fee is to be paid to Fort Sage Unified School District in the amount of $13,481.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Mt. Lassen Charter School is projecting it will receive $89,450 based on the enrollment of foster youth, English learner, and low-income students. Mt. Lassen Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Lassen Charter School plans to spend $93,924 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Legend	Value
☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$78,924
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$78,924

Axis: $ 0 — $ 20,000 — $ 40,000 — $ 60,000 — $ 80,000 — $ 100,000

This chart compares what Mt. Lassen Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Mt. Lassen Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Mt. Lassen Charter School's Learning Continuity Plan budgeted $78,924 for planned actions to increase or improve services for high needs students. Mt. Lassen Charter School actually spent $78,924 for actions to increase or improve services for high needs students in 2020-21.