



WASC
SELF-STUDY REPORT
2018

Forest Charter School
470 Searls Avenue
Nevada City, CA 95959



Table of Contents

Preface	7
Chapter I: Progress Report	9
Goal 1.....	9
Goal 2.....	14
Goal 3.....	14
Goal 4.....	15
Chapter II: Student/Community Profile and Supporting Data and Findings	17
Forest Charter School's History and Role in the Charter Movement	18
Community Profile	19
External Political/Economic Factors.....	19
Major Issues Unique to the Area.....	20
Summary of Instructional and Support Programs Provided by Forest Charter School	20
Targeted School Populations.....	21
What It Means To Be an Educated Person in the 21st Century.....	21
How Learning Best Occurs.....	22
Forest Charter School's Program	24
Program Implementation.....	24
Program Options	27
High School Graduation Requirements and Course of Study	32
College & Career Center.....	33
English Learners.....	34
Student Support Team (SST) Process – Response to Intervention (RTI).....	34
UC a-g Course List.....	35
Special Education	35
Section 504 of the Rehabilitation Act	36
Measurable Student Outcomes	38
Eight State Priorities Data and Analysis	39
Analysis of State Priority #1 - Basic Services	39
Analysis of State Priority #2 - Implementation of State Standards	39
Analysis of State Priority #3 - Parental Involvement.....	39
Analysis of State Priority #4 - Pupil Achievement	40
Analysis of State Priority #5 - Pupil Engagement	41
Analysis of State Priority #6 - School Climate	42
Analysis of State Priority #7- Course Access	42
Analysis of State Priority #8 - Other Pupil Outcomes	42
Analysis of Data from Graphs.....	44
Additional Analysis of Data and Stakeholder Feedback.....	56
Summary	57



Chapter III: Self-Study Findings..... 58

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources 58

A1. Vision and Purpose Criterion	58
Vision – Mission – Schoolwide Learner Outcomes – Profile	58
Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes	60
Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP	61
A2. Governance Criterion	62
Governing Board and District Administration	62
Understanding the Role of the Governing Board.....	64
Governing Board and Stakeholder Involvement	64
Board’s Evaluation/Monitoring Procedures.....	65
Complaint and Conflict Resolution Procedures	66
A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion	67
Broad-Based and Collaborative	68
Single School Plan for Student Achievement Correlated to Student Learning	70
Staff Actions/Accountability to Support Learning	72
Internal Communication and Planning	73
A4. Staff: Qualified and Professional Development Criterion.....	74
Qualifications and Preparation of Staff.....	75
Staff Assignment and Preparation	76
Defining and Understanding Practices/Relationships.....	77
Support of Professional Development/Learning and Measurable Effect on Student Learning	78
Supervision and Evaluation	80
A5. Resources Criterion	81
Allocation Decisions and Their Impact	81
Practices	82
Facilities	83
Instructional Materials and Equipment	83
Well-Qualified Staff	84
Long-Range Planning	84
A6. Resources Criterion [Charter Schools only]	85
Long-range Financial (and Other Resources) Plan and Stakeholder Involvement	85
Regular Accounting and External Audit Procedures	86
Processes for Implementation of Financial Practices	87
Budgeting Process — Transparency.....	88
Adequate Compensation, Staffing, Reserves.....	90



Marketing Strategies	91
Informing the Public and Appropriate Authorities	92
ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs	94
Category B: Standards-based Student Learning: Curriculum.....	95
B1. Rigorous and Relevant Standards-Based Curriculum Criterion	95
Current Educational Research and Thinking	95
Academic and College- and Career-Readiness Standards for Each Area	96
Congruence	99
Integration Among Disciplines	100
Articulation and Follow-up Studies	101
B2. Access to Curriculum Criterion.....	102
Variety of Programs — Full Range of Choices	103
Accessibility of All Students to Curriculum	104
Student-Parent-Staff Collaboration	106
Post High School Transitions	107
ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs	109
Category C: Standards-based Student Learning: Instruction	110
C1. Challenging and Relevant Learning Experiences Criterion	110
Results of Student Observations and Examining Work.....	110
Student Understanding of Learning Expectations	111
Differentiation of Instruction	112
C2. Student Engagement Criterion.....	113
Current Knowledge.....	113
Teachers as Coaches.....	114
Examination of Student Work	115
Real World Experiences.....	119
ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs	122
Category D: Standards-based Student Learning: Assessment and Accountability.....	123
D1. Using Assessment to Analyze and Report Student Progress Criterion.....	123
Professionally Acceptable Assessment Process	123
Monitoring and Reporting Student Progress	124
Monitoring of Student Growth	125
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion	126
Appropriate Assessment Strategies	127
Demonstration of Student Achievement	128



Student Feedback.....	129
D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion	130
Schoolwide Assessment and Monitoring Process.....	130
Curriculum-Embedded Assessments.....	132
Schoolwide Modifications Based on Assessment Results.....	133
ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs.....	136
Category E: School Culture and Support for Student Personal and Academic Growth.....	137
E1. Parent and Community Engagement Criterion	137
Regular Parent Involvement.....	137
Use of Community Resources	138
E2. School Environment Criterion	139
Safe, Clean, and Orderly Environment.....	139
High Expectations/Concern for Students.....	141
Atmosphere of Trust, Respect, and Professionalism	142
E3. Personal and Academic Student Support Criterion	144
Adequate Personalized Support.....	144
Support and Intervention Strategies Used for Student Growth/Development	146
Support Services and Learning – Interventions and Student Learning.....	148
Equitable Support to Enable All Students Access to a Rigorous Curriculum	149
Co-Curricular Activities.....	150
ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs	153
Prioritized Areas of Growth Needs from Categories A through E.....	154
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	155
Chapter V: Schoolwide Action Plan.....	156
APPENDICES	160
Appendix A – FCS ESLRS	
Appendix B – FCS Value Words	
Appendix C – Glossary of terms unique to the school	
Appendix D – Summary Results of 2017 Student Meetings	
Appendix E – Summary Results of 2017 Parent Survey	
Appendix F – Summary Results of 2017 Staff Survey	
Appendix G – FCS Graduation Requirements	
Appendix H – 2017-18 Adopted Budget	
Appendix I – Three-Year Projections	



Appendix J – Nevada City High School Block Class Schedule

Appendix K – Nevada City K-8 Block Class Schedule

Appendix L – Nevada City Co-op Schedule

Appendix M – Truckee High School Block Class Schedule

Appendix N – Truckee Co-op Schedule

Appendix O – Foresthill Co-op Schedule

Appendix P – FCS Intervention Process

Appendix Q – RTI Flow Chart

Appendix R – Links to Forest Charter School Documents

1. Approved AP course list
2. UC a–g approved course list
3. School Accountability Report Card (SARC)
4. Single Plan for Student Achievement
5. Local Control and Accountability Plan (LCAP)



PREFACE

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.
3. The analysis of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

PREFACE

Forest Charter School is now completing its third WASC self-study process. The first time through the process took place soon after the school's inception and resulted in a six-year accreditation with a mid-term visit. Since that time, Forest Charter School (FCS) has undergone a good deal of growth and change, including new facilities and learning centers. The school's second time through the self-study process culminated in the WASC team's March 2012 visit, which also resulted in a six-year term and a mid-term visit. This third time through the self-study process has gone very well, and it has given the school and its stakeholders an opportunity to reflect on our growth and to plan for the future.

While the charter school edition was a much better fit than the traditional *Focus on Learning* guide, Forest Charter School's unique personalized learning structure required an additional adaptation to enhance the process. It was decided that the home and focus groups would be merged to form criterion groups, each organized around the self-study criteria. Department designations exist at Forest Charter, but they play a smaller role here than in traditional school programs. Since this adaptation was approved by WASC and worked well in the previous self-studies, the administration has decided to apply it once again in this year's self-study.

The review and revision of the Expected Schoolwide Learning Results (ESLRs) also went well in this self-study. Given the freedom to rename these goals (SLOs or a forest-themed acronym), the faculty, staff, and administration decided to keep the term "Expected Schoolwide Learning Results" (ESLRs). The group was excited to revisit and revise the ESLRs, but the consensus developed that the term had achieved a good level of comfort and awareness among stakeholders. This, along with encouragement from WASC training sessions to do what works for the school, convinced the group to keep "ESLRs" as the title of our goals. The revision process itself began in fall of 2016 with input from a large group of stakeholders, and it went through



refinement and clarification at the hands of an ESLR committee. After a spirited and inclusive round of review and input, the result is a goal statement that is markedly different and more streamlined than that of previous self-studies (see Appendix A).

Enrollment at FCS has grown fairly steadily over the last six years, but the most significant change has been the school's new site and headquarters in Nevada City. Securing this learning center has allowed the school to serve more students and families, while also giving FCS a more consistent and visible presence in the community. Growth in homeschool enrollment in the Auburn area has prompted the addition of a resource center there, along with a part-time administrator to support both Foresthill and Auburn students and teachers. A new integrated and cohesive K-8 cooperative program at the Truckee Learning Center is now in place, designed in part with the goal of feeding that site's high school enrollment.



CHAPTER I: PROGRESS REPORT

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Goal 1

Academic Intervention to establish structures in the FCS math program to increase the percentage of students achieving mastery of grade and/or subject level standards.

1.1 – Develop and implement monthly benchmark assessments based on the math Common Core standards for Education Specialists to use during the monthly learning record meetings beginning in August 2013. GOAL COMPLETED - PROGRAM IMPLEMENTED FALL OF 2013.

The first item on the Forest Charter School action plan built upon goals from our previous self-study. Improving students' math proficiency has been an ongoing area of focus for FCS, and this goal in particular dealt with giving supervising teachers benchmark assessment tools that were useful, accurate, and easy to implement.

A team was assembled in the spring of 2012 and the first meetings took place the following fall. The team's preliminary brainstorming sessions dealt with the philosophy and general approach to this task. The group decided to focus on grades 1 through 5 at the outset, with plans to move into middle school grades once the assessment tools were established. This was partly due to the fact that grade-level benchmarks are easier to implement at the elementary than the middle school grades, before the divergence in students' individual math courses becomes more significant.

The team looked at different assessment options, including a static model within each grade. This option was a single test per grade level to be administered repeatedly to indicate the students' steps toward mastery. The group decided instead to use an assessment aligned with Common Core standards that progressed with what the students studied over the course of the year. In other words, the benchmark assessment grew with the curriculum, measuring the students' ability to progress with expectations.

The next step in the process was to create a pilot team of teachers to implement the assessments with a small number of students in the spring semester of the 2012-13 school year. Working with our Student Information System provider, School Pathways, the committee and the pilot team developed an online reporting document to house student scores. This process was really a trial run of both the benchmark assessments as well as the recording document. The pilot team and the committee met in May of 2013 and, while the feedback was generally very positive, a few changes were suggested. First, adjustments were needed to make the recording document a better fit for FCS's monthly learning record meetings, a central piece of the school's



personalized learning model. This process of making the recording tool a better fit has been ongoing, with format changes occurring as recently as the spring of 2017. Scoring of our benchmarks is going to mirror the scale used in reporting CAASPP scores, making comparisons and progress easier to track.

Another discovery of the pilot team was that there were more differences in the math levels among same-grade middle school students than previously thought. With this in mind, the administration and members of the benchmark committee are also exploring an online adaptive assessment tool that is more in line with CAASPP testing.

Given the favorable experience of the pilot team, a training for the entire faculty took place in the fall of 2013. These math benchmark assessments are now in place in grades K through 8. While we generally consider this goal to have been met, the process of refining the instruments and recording document continues.

Due to the success in developing and implementing the math benchmark assessments, a new committee was created in 2015. This group's aim is to build similar tools for English Language Arts as well as upper level (high school) measurements in both math and ELA.

1.2 – All (non-math credentialed) STs serving high school students will complete the VPSS certificate in math by May of 2014. Goal dropped spring 2014.

Work on this goal began in the spring of 2012. The school asked for volunteers to pilot the VPSS program and, ultimately, make a recommendation as to whether or not the school should require this program for all staff members working with high school students. The committee started by articulating the purpose of this goal: one, to help Forest Charter School meet the NCLB highly qualified requirement; and two, to provide training for our teachers so they could better serve our students in their independent study subject specific courses.

The first decision for the committee was to choose a provider. After researching several options, the committee landed on Los Angeles County Office of Education (LACOE). The all-online structure offered by LACOE worked better for our school than the programs that required cohort meetings. Since we are so geographically diverse, it allowed teachers to form their own support groups and work on their own schedules. Further, the committee agreed to focus on the math VPSS certificate since this has been the school's biggest need. After completing the first tier of the program, the committee met to review the first class. After some discussion, approximately 80% of the pilot team decided to continue and complete the second tier of the course. (The second course is required to earn the VPSS certificate.)

After completing the second tier of the course, the pilot team met again to debrief about the class and the provider. The following are comments from that debriefing:

- Liked the provider
- Built good resources
- Took a great deal of time – impacted ability to serve students

- Important to have colleagues in the class for support
- Purpose is to teach us to teach math better – not to teach you the subject

Forest Charter School was about to undergo a credential audit by the Nevada County Office of Education. Since meeting the credential requirement was one of the aspects of this goal, the group decided to focus on preparing for this audit in the fall of 2013 and agreed to meet in spring of 2014.

In the spring of 2014, the committee met again to review the credential audit findings and to make a final recommendation about the VPSS program for the staff. Ultimately, the committee decided not to recommend the program and the goal was dropped. Based on the credential audit, we discovered that VPSS was not critical for FCS to meet credentialing compliance. Additionally, many STs felt there were other professional development opportunities that provided better math training (e.g., California Mathematics Association's Asilomar math conference, county Common Core trainings, etc.). Upon reflection, many STs felt that the skills gained for the amount of time invested was not as efficient as other options. Therefore, FCS decided not to require VPSS for all STs working with high school students. However, this program is still an option for interested teachers.

1.3 – Develop a peer-tutoring program for math beginning in September 2013. As of October 2012 – GOAL COMPLETED - PROGRAM IMPLEMENTED FALL OF 2013.

The committee for this action item first met in the fall of 2012 and comprised the math department chair along with several STs, the academic dean, and the director. The group decided to invest a few months investigating peer tutoring models locally as well as elsewhere in the state, including the successful program at nearby Sierra College. Reconvening in October, the members shared their findings and began brainstorming ideas for a program at Forest Charter School.

As a first step, a high school student was added as a peer tutor to the elementary school math lab in the PACE Co-op. This has since been expanded to include several high school students, depending on the anticipated demand for help as determined by the PACE teachers.

The next step was to identify a peer tutoring coordinator, and the high school math department chair was excited to fill this role. She began by polling high school math teachers and STs in order to identify potential peer tutor candidates. The coordinator then interviewed those students, developed a training program, and began building a stable of tutors to begin work in the fall of 2014. Once a group of roughly ten tutors were trained and ready to go, the coordinator began to solicit students in need of help.

For the first few months of the program, tutoring sessions were held in the classroom of the peer tutoring coordinator as a quality assurance measure. Once tutors had demonstrated a level of confidence, ability, and success, appointments between students receiving help and the tutors were allowed to occur elsewhere on campus. By the middle of the 2014-15 school year, the



program was up and running, and the coordinator was able to assume a role of oversight, trouble shooting, and scheduling support (helping students find common times and work spaces).

Based on feedback from STs, the coordinator, and the students receiving help, the program has been a success. Each fall since the program's inception, the coordinator repeats the identification, training, and matching steps to get things up and running. Due to this success, a decision has been made to expand the program to the Truckee Learning Center. This new goal has been added to the action plan and will be discussed in the following pages.

1.4 – Implement a longitudinal data analysis program that can determine effectiveness of specific math curriculum and/or program options (i.e., Co-op, block class, independent study) by January 2013.

Forest Charter School began to work on this goal in the fall of 2012. The administrative team first met to develop a list of required features as well as a list of additional features that, if possible to implement, we would like to have as part of the program. This list was then taken to Faculty Council and Charter Council for review and feedback.

During the spring semester of the 2012-13 school year, we began the process of researching several programs, and by the fall we compiled a list of possible providers with each company's pros and cons. The most common issue we had was that the data analysis systems we preferred were connected to their own student information system, but we had no interest in switching our student information system (Pathways) since it fits the structure of our school so well.

During this process, we were in a meeting with Pathways and discussed the idea of their developing a data analysis system for the SIS. As it turned out, they were already in development meetings for this very project. Further, due to the new CAASPP testing, FCS realized that there would not be any new scores until the fall of 2015. Therefore, there was no need to hurry the process of implementing a data analysis program. Given this reality, Forest Charter decided not to purchase an existing data analysis program but rather to work with Pathways to develop one. The assistant director joined a committee to develop the components of an ideal data analysis program.

Although Pathways was eventually able to develop a basic data analysis program, we ultimately felt that it did not have all the features we needed and was cumbersome to use. Pathways admitted that they had other priorities and that they would need to keep this project on the back burner for most of the year.

Due to this delay, Forest Charter School decided that we needed to find an alternative data analysis program. Programs were again researched and we decided to work with Multiple Measures. We can send this company a CSV file with the information from Pathways and they will load it into their system. Multiple Measures allows us to manipulate the data and



disaggregate the information in many ways and we can build data from year to year. Although we are pleased with this product, our assistant director continues to work with Pathways to develop a data analysis program within their system that meets all our needs.

1.5 – Implement an intervention process for students not progressing on the monthly benchmark assessments (Goal 1.1) that brings students to grade level. This intervention process will be implemented by fall of 2015 (New goal added in March 2014).

After successfully implementing benchmark testing, the school decided to build on this momentum and develop supports for those students who were identified as struggling based on the assessments as well as teacher input. A committee was formed in the spring of 2014 to brainstorm some solutions. The committee's final recommendation was to hire an intervention specialist to coordinate our SST program and to help organize intervention for our students who were struggling to maintain working at grade level. (This goal also connected nicely with our LCAP goal to increase the skills of our students who score as not meeting grade level standards and the actions/services we planned to provide.) During the end of the 2013-14 school year, Forest Charter School conducted interviews and hired an intervention specialist to start in the 2014-15 school year.

In addition to hiring this position, Forest Charter School worked with our student information system provider to develop an online reporting document for our benchmark assessments. This will be part of our student information system and allow us to quickly identify students needing support. We also identified an online program (Let's Go Learn) that will help diagnose specific learning gaps in math and language arts as well as provide some intervention lessons. Further, the intervention specialist developed a protocol and a flow chart to articulate the process of identifying students who need support and the process of implementing and documenting that support. Although we continue to refine this process and find new intervention curriculum to use, we feel that this goal has been met in that we have a solid foundation from which to build.

1.6 – Expand the peer-tutoring program currently running at the Nevada City Learning Center (Goal 1.3) to the Truckee Learning Center by January 2015 (New goal added in March 2014). Goal Completed – Peer Tutoring Program in Truckee was implemented during the 2014-15 school year.

In June of 2014, following the successful implementation of the peer-tutoring program in Nevada City, the leadership team discussed expanding the program to our Truckee Learning Center. The Truckee site administrator indicated that there was a noticeable demand for this service among both students and faculty. The Nevada City peer-tutoring coordinator met with the Truckee site administrator to discuss steps as well as lessons learned from our initial implementation. These discussions included training the student tutors, scheduling, and possible candidates to coordinate the program in Truckee. A coordinator was chosen and trained by the fall of 2014, and training of student tutors began in the first few weeks of school. Over the course of the 2014-15 school year, the peer-tutoring program was implemented and very well received at our Truckee Learning Center.

Goal 2

Facility: To consolidate the various buildings being leased in the Nevada City/Grass Valley area into one Learning Center by leasing, constructing, or purchasing a building.

After our WASC visit, it became clear that consolidating our various facilities in the Nevada City area needed to be a high priority. Due to declining enrollment in the county, one of our local school districts had closed two of its facilities. Another charter school had already moved into one of the facilities, but the second building only had a small district-run homeschool using a few of the rooms. We were hopeful that, since we would want to rent the entire facility, the district would want to work with us.

We contacted Nevada City School District (NCSD) in April of 2012 to see if there was interest in leasing us the Gold Run campus; they were interested and we scheduled a meeting. In addition to leasing the facility, we also discussed whether the district had any interest in selling the facility; but, at this point, they were only interested in leasing. After our meeting, FCS conducted a budget analysis to determine whether we could afford this facility (i.e., lease, maintenance, gardening, cleaning, etc.). There was no need to conduct a study of codes/zoning, etc. as this facility is a school building and therefore meets all the Ed code requirements. In the end, we were able to come to agreement on a ten-year lease and the school moved all of its programs to our new facility in the fall of 2012.

Goal 3

Professional Development: Develop a new evaluation tool/process for FCS Education Specialists.

Originally, we had hoped to begin the in the spring of 2012. However, the dates for this goal were pushed back due to the large amount of time required to complete all the steps to move into our new Nevada City Learning Center. Once we settled in to our new space, a committee was assembled to begin the process. The Committee, made up of approximately eight Education Specialists, met several times throughout the year to develop a new job description. A variety of job descriptions from other personalized learning schools were examined and a new description was finalized in the spring of 2013.

The committee wanted to have the description approved for the next year so they could develop a new evaluation tool to use at the end of the 2013-14 school year. In order to facilitate this process, the draft job description was emailed to the staff to see if there were elements anyone wanted to change or develop. Only two teachers had questions to clarify certain sections. In addition to the new description, this committee recommended changing the teacher title from Education Specialist to Supervising Teacher. This new job title was also emailed to the staff for feedback. All responses were positive. The new job description and the new title (Supervising Teacher) were approved at the May 28, 2013, Charter Council meeting.

The committee met again in the fall of 2013 to develop an evaluation tool based on the job description. This process was a relatively quick one and the committee had a tool ready to present to the staff by the end of the fall semester. The new evaluation tool was employed for the end of the year review in the spring of 2014.

Goal 4

(Goal added in March 2014 based on Supervising Teacher Feedback)

Curriculum and Instruction: To develop a parent-training program that supports parents in a personalized learning program as their child's academic facilitator.

In June of 2014, we looked at several other schools that had already implemented parent-training programs. We formed a committee to examine the various models and the ideas/approaches were shared with the staff at the last staff meeting in the spring to gather feedback. The committee reconvened in the fall and began to generate possible projects. Two possibilities emerged as frontrunners:

- Short videos, to be shared with families, including students and staff members, discussing "tips for success" and/or study habits at FCS
- A series of short "how-to" videos (e.g., accessing school portal, setting up a study area at home, organization, etc.)

Committee members spent the fall working with students, generating questions and scripts, collecting video samples, and reviewing them with the committee. While the students were enthusiastic and had plenty of helpful tips to share, technical issues plagued the process. Sound quality was a challenge, and there were significant inconsistencies in the framing and style of the video segments. In short, the committee did not have the expertise, equipment, or time to take on this advanced project at that time.

One small but helpful project the committee completed fairly quickly dealt with online courses. We had recently begun moving a good deal of our world language instruction to online courses, and a number of students were struggling with this format. With this in mind, the committee developed a one-page document that offered a variety of tips for success as well as important contact numbers and support services available from BYU, our largest online vendor. The page was shared with all STs, who passed it along to families, and it was also posted on the FCS website.

The committee next decided to change direction and produce simple point-of-view videos. These videos showed a screen and voice-over information with the cursor guiding viewers on how to access a variety of tools. They contain directions on how to navigate the FCS website and the parent/student portal, as well as how to access documents essential to the independent study process. STs demonstrate these steps to parents during their first few learning record meetings,



but some details can be forgotten. The videos can be given to families on flash drives or as attachments, so they can access them any time. All three videos also reside on the FCS website.

The next project taken on by the committee was an FCS essential fact sheet. The two-sided document contains study tips, contact information, important procedural information, links to important documents, and much more. Again, STs cover most of this information at their first meeting or two with families, but there is so much to remember that this fact sheet is an extremely handy tool for families to take with them. As simple as the concept sounds, this fact sheet has been extremely well received by both STs and families.

The next project under consideration by the committee is a PowerPoint training that can be sent home with families. Topics for this PowerPoint are still being developed, but there is no shortage of ideas.

CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.



CHAPTER II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Forest Charter School's History and Role in the Charter Movement

Forest Charter School opened its doors in fall of 2002 upon the invitation of then sponsoring agency, Twin Ridges Elementary School District. In July 2007 Forest Charter School left Twin Ridges and, along with five other charter schools, joined together under the sponsorship of Nevada County Superintendent of Schools (NCSOS). At this time, these charters forged a unique concept of a charter cooperative, creating the Nevada County Charter Cooperative (NCCC). In 2012, Forest Charter School submitted a new charter petition to the Chicago Park School District and, following denial, received approval of its charter on appeal by the NCSOS for a five-year term, from July 1, 2012, through June 30, 2017. Our latest petition was just approved in 2017; the term of this charter is from July 1, 2017, through June 30, 2022.

Forest Charter School entered the Charter School arena with a new, innovative alternative model of education called “personalized learning.” Personalized learning has its roots in the homeschool movement, where, for decades, parents have privately tailored learning for their children according to their individual needs and preferences. Prior to the 1990s in California, parents had few choices for their children’s education: the traditional public school system, a private school, or private homeschooling. In 1992, California’s elected officials enacted California’s Charter School Act, which established public charter schools as an option for parents, students, teachers, and community members to design self-governing schools within the public school system to meet the needs of their community. Charter schools were envisioned to provide more flexible and innovative opportunities for California students within the public school system.

As the Charter School movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through charter school law has successfully demonstrated that an effective learning “classroom” goes well beyond the walls of a traditional public school building. The “blended” approach of the personalized learning model gives students choice in pursuing their education through avenues such as part-time support classes, online classes, independent study, or through a variety of other avenues. This flexibility enables students to pursue learning choices that optimize their learning potential according to their individual needs.

Since opening its doors in 2002, Forest Charter School has grown from under 200 students to approximately 740 students. This growth not only indicates that there is a need in the community for this kind of personalized learning approach, but also demonstrates the quality of educational service being offered.



Community Profile

Forest Charter School is centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community. This charter school serves students from four counties: Nevada, Placer, Yuba, and Sierra, with the majority of students located in Nevada County.

With just under 100,000 residents, Nevada County is the 36th most populous county in California. The population grew from 92,053 in 2000 to 98,764 in 2010, and recently totaled 98,095 as of 2015. Consistent with many areas in California, Nevada County experienced a significant increase in home values and population during the first half of the decade from 2001 to 2010. In 2004, the median home price for a single family home in Nevada County was \$357,000. After a precipitous decline between 2006 and 2010, the current median sales price has rebounded to \$363,500, and average home values are increasing by roughly 7% annually since 2015. Between 2005 and 2010, however, this trend has ended and even reversed in some areas.

In the decade from 2000 to 2010, Nevada County population grew by 7%, considerably less than the 40% growth in Placer and 20% in Sutter and Yuba counties. The county continues to experience relatively slow growth as economic conditions remain weak. The most recent trends indicate that the county's population influx has leveled to roughly 5% annually.

Nevada County is home to nine school districts, ten private schools, and fourteen charter schools. There are a total of forty traditional public schools, some of which in the Truckee area fall under the auspices of Placer County Office of Education. Nevada County enjoys a tradition of local support for education, as well as a good level of academic achievement, as evidenced by:

- Second highest reading and math statewide test scores
- 96% of parents say schools are safe for their children
- Innovative high school/junior college partnerships
- Growing diversity in educational options, including charter and traditional
- Parent involvement encouraged and promoted at the county level
- High schools with academic rigor – connecting school to work
- 97% of parents say local schools are “doing a good job”
- Award-winning visual and performing arts programs
- Huge variety of athletic offerings for all youth

External Political/Economic Factors

Nevada County is home to two hospitals. Sierra Nevada Memorial in Grass Valley serves Western Nevada County with 124 beds, 89 doctors, and four nursing homes. Tahoe Forest Hospital in Truckee serves Eastern Nevada County with 72 beds, and no nursing homes.

The most recent census data for the communities served by Forest Charter indicate that the poverty rate in the county has climbed to 10.1%. Roughly 89% of the county's population is identified as white, while the largest and fastest growing ethnic minority is Hispanic, currently at 8%. Three other ethnicities account for less than 3% of the population: Black/African American, American Indian, and Asian.

The per capita personal income for Nevada County is \$31,100. Until recently, the county enjoyed steadily increasing job growth, with roughly 70% of this growth in the service and professional sectors. During much of the past two decades, the county's growth rate exceeded state averages, but the recent severe downturn has hit this region, resulting in slow growth in recent years.

Major Issues Unique to the Area

Nevada County, particularly the greater Truckee area, has a very transient population. This is due to the seasonal recreational opportunities in the Sierra Nevada Mountains and the nearby Lake Tahoe area. This in turn leads to a very large number of jobs available in the service industry, most of which are unskilled positions that employers are always looking to fill. Until the recent economic downturn, labor shortages at some of the resorts were not uncommon, but that circumstance had lessened to a good degree in the last two to three years. That is, there is still a high degree of seasonal hiring and layoffs, but labor shortages are not currently common.

This area also hosts a traditionally high number of second or vacation homes, which has created a number of property owners who do not necessarily have a vested interest in the community itself. Affordable housing, which is limited in the Nevada County area, has also persisted as a significant issue for many residents. With the average home price over \$286,000 and the average income at \$29,000, young families often find it difficult to move into the area. Therefore, schools in the county are facing declining enrollment.

One more issue unique to eastern Nevada County is snow. Although snowfall brings a lot of money into the community through recreation and tourism, it also brings many expenses: road closures, road repair, snow removal, school closure, extended power outages, and heating costs.

Summary of Instructional and Support Programs Provided by Forest Charter School

Forest Charter School is committed to nurturing the love of learning in all students through choices and opportunities in education. The vision of FCS is to honor the student's individuality by creating a personalized learning program for each student, using a wide selection of materials. This program is a collaboration of staff, parents, students, and community that takes each student's personalized style, interests, and goals into consideration. Courses may be taken in many formats, but most learning happens in four ways: cooperatives (co-ops), small on-site block classes, online classes, and independent work in the student's home using standards-based assignments.



Forest Charter School is a personalized learning program in which each student is addressed as an individual with unique interests and strengths. An individualized learning plan is set up by a team consisting of the student, the parents, and a supervising teacher (ST). This team meets monthly (at least every thirty days, but usually every twenty school days) with a goal of ensuring that the learning plan is on track and effective. The student may choose learning options from a varied menu, including standards-based independent study curriculum, online classes, cooperative classes, and site-based support courses in all core areas, as well as many electives.

Targeted School Populations

Forest Charter School is available to all students of legal TK-12 grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, Forest Charter School is staffed to enroll approximately 750 TK-12 students. Due to the restrictions from Education Code Section 47605.1, which limits the enrollment of students outside of the sponsoring county in order to operate a Learning Center, FCS closely monitors enrollment in the contiguous counties.

Forest Charter School seeks to reflect the general population group in the areas served. Forest Charter School establishes the means and ways for each family with enrolled students to participate fully with the support needed to access all curricula and programs. As a public school, Forest Charter School does not charge fees or tuition. Further, FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race, ethnicity, national origin, gender, gender expression, gender identity, sexual orientation, disability, or religion.

Forest Charter School will serve families who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. This program focuses on supporting the following student groups:

1. Students who have been attending Forest Charter School's personalized learning program.
2. Students who are struggling academically in the traditional classroom setting.
3. Students of all ability levels, including but not limited to, special education, college preparatory, and gifted.
4. Students who want to combine career and technical training with their core academic subjects.
5. Homeschooled students who want the support and accountability of a standards-based public school.

What It Means To Be an Educated Person in the 21st Century

Forest Charter School believes that being an educated person in the 21st century requires students to be more self-directed, discerning, and thoughtful. Students are now in the position of obtaining information instantaneously in several mediums; therefore, the task for schools to



prepare students with the skills to discern credible sources is more critical than ever. Students must learn not only to use the technologies that are such a pervasive part of the world in which they live, but also how to safely and thoughtfully navigate these avenues. Further, due to the incredible pace with which the world is changing, students need to learn how to make learning a lifelong, self-motivated pursuit. Students need to be able to think critically about issues, thoughtfully question ideas and opinions, and clearly communicate ideas as well as learn to self-advocate by maturely speaking with adults in a safe environment. By nurturing the talents and passions of our students, Forest Charter School helps them achieve the skills needed to be a functioning and contributing member of their community and their greater world.

General Academic Skills and Qualities

- Proficiency in essential literacy skills
- Proficiency in essential math skills
- Communication skills
- Understanding of the scientific method
- Research/investigative skills
- Technological skills
- Critical thinking

General Non-Academic Skills and Qualities

- Problem Solving
- Empathy
- Ability to create positive change
- Respect and integrity
- Identify and pursue personal interests and passions
- Develop a healthy lifestyle
- Develop self-awareness
- Learn to collaborate

How Learning Best Occurs

Mission Statement

Forest Charter School is committed to nurturing the love of learning in all students. By cultivating a staff of dedicated personnel, Forest Charter School pledges an ongoing and expansive environment of educational excellence. The cornerstone of our personalized learning program is positive collaboration on the part of students, parents, and professional educators. The ultimate mission of Forest Charter School is to honor the student's individual learning style through options in the selection and implementation of effective curriculum to prepare him/her for success in the 21st century.



Educational Philosophy

At Forest Charter School, parents, Supervising Teachers, administrators, support staff and, most importantly, the student make up a dynamic and collaborative team that works together to inspire a lifelong love of learning. While Forest Charter School falls under Independent Study law, FCS philosophically approaches education as a personalized learning school and operates on the fundamental belief that each student is an individual and thus thrives with a personalized approach to his or her own education. Personalized learning seeks to nurture each student through positive and supportive communication and engagement among administration, parents, teachers, and students. Forest Charter School has found that by nurturing each student's own educational program, a love of learning develops. The unique nature of Forest Charter School's program allows students to foster lifelong academic and social skills, self-confidence, responsibility, independence, and creative expression.

Personalized learning is a unique public education model that is tailored to the needs and interests of each individual student; this model honors and recognize the unique gifts, skills, passions, and attributes of each child. Personalized learning is dedicated to developing individualized learning programs for each child that meet California state standards. The intent is to engage each child in the learning process, making it productive, relevant, and meaningful, and as a result, optimizing the student's learning potential and success. The key attributes that comprise the Personalized learning model are based upon a solid foundation of the latest educational research findings regarding how students learn most successfully. These attributes include the following:

- A strong emphasis on parental involvement
- Personal attention
- More one-on-one teacher and student interaction
- Attention to differences in learning styles
- Student-driven participation in developing the learning process
- Access to technology
- Varied learning environments
- Teacher and parent development programs
- Choices in standards-based curriculum programs

Forest Charter School is designed to educate students in grades K through 12 who need or desire an alternative learning model to traditional site-based education.

Forest Charter School believes learning best occurs when:

- Individual students' learning styles, backgrounds, and needs are adapted to their educational program
- Students experience tasks that challenge them and require perseverance, craftsmanship, imagination, self-discipline, and achievement



- Students are actively engaged in learning experiences that are integrated across curriculum areas and are meaningful within the context of their present and future lives
- Students are engaged in real-life studies, engaged with experts in their fields, and are working on authentic projects
- Learning opportunities provide information with which to ponder and experiment
- Students have time to reflect, synthesize and, ultimately, assimilate what they have learned

Forest Charter School's Program

Forest Charter School is a K-12 WASC-accredited school that offers the following choices of educational delivery overseen by highly qualified California credentialed Supervising Teachers:

- Individualized programs
- Homeschooling support
- Cooperatives
- Small group instruction
- Tutoring
- Online courses
- Career Technical Education (CTE)
- Community college opportunities
- College and career classes and resources
- Field studies/internships

Program Implementation

Student Enrollment

Forest Charter School values an enrollment process that informs students and families of the educational program and the expectation of this model. Currently, interested students and/or parents/guardians must complete the online form (on our website) to begin the enrollment process. If families do not have access to technology, the office will support them in this process. New students are asked to come into the office for an orientation meeting. The purpose of this meeting is to give students and parents an overview of Forest Charter School's personalized learning program, including program options and curriculum choices. At the conclusion of the orientation meeting, the family is given an enrollment packet that includes all the required registration documents. After the orientation meeting, the team assigns a Supervising Teacher to the student based on matched personalities, educational philosophies, and desired program instruction. Collaboration begins with the Supervising Teacher, student, and parent creating a dynamic educational team.

Once assigned to a Supervising Teacher (ST), the student and parent/guardian will meet with the ST to finish the enrollment process, including creating a student learning plan, signing a Master



Agreement, and receiving curriculum and/or materials. The Master Agreement identifies the courses to be completed by the student. The Master Agreement is a set of expectations signed by the student, the parent, and the Supervising Teacher. For elementary and middle school students, standards-based courses in language arts, mathematics, science, and social science are taken, as well as physical education and special interest electives. At the high school level, courses on the Master Agreement lead students to a California high school diploma.

Following enrollment, the student and parent must meet with their Supervising Teacher regularly at learning period intervals to create assignments, turn in and evaluate work completed, and discuss progress made toward completing the student's goals. The Supervising Teacher records the evaluation of student work on a Work Record. Additionally, the student's attendance is recorded at this meeting.

Students who successfully complete Forest Charter School's personalized learning program actively learn to be:

- Self-motivated, competent, lifelong learners
- Responsible
- Self-starters
- Pro-active
- Creative thinkers

No admission test is required prior to enrollment. However, upon enrollment, Forest Charter School will assess the student's academic levels. Such assessments will not be used as a means to prohibit or discourage students from attending. Rather, they will be used to develop an appropriate, tailored educational program for that student.

Role of Supervising Teacher

The Supervising Teacher is an integral part of the daily operation at Forest Charter School. Each ST holds a current California teaching credential and funnels information between the Forest Charter School office, the administration, and each family. Forest Charter School believes in equal participation between student, parent, and Supervising Teacher as both a legal and philosophical obligation.

Once a student enrolls with Forest Charter School, the student is assigned to a Supervising Teacher. The Supervising Teacher directs and oversees the implementation of each student's individual learning program in conjunction with the needs and wants of the family. The Supervising Teacher uses multiple tools to create each learning program including, but not limited to, previous state test score reports, report cards and transcripts, diagnostic testing, and input from families. Each Supervising Teacher aspires to support student success through building a relationship of trust, confidence, and respect.

In addition, the Supervising Teacher assures that the work (i.e., curriculum) is aligned to the California state standards. If the Supervising Teacher deems that the curriculum chosen to



support the student's personal learning style does not meet all state standards, then the Supervising Teacher will supplement the course so that all standards are met. If necessary, the Supervising Teacher will consult with the appropriate Forest Charter School subject-specific department chair to ensure proper curricular alignment.

The Supervising Teacher regularly meets with each student and family to:

- Assess learning styles
- Assess student progress with assigned curriculum (formative assessment)
- Monitor student gains
- Assess student's overall comprehension of assigned curriculum (summative assessment)
- Make recommendations regarding curriculum and materials
- Align curriculum to state standards
- Align curriculum to students' interests and strengths
- Facilitate field trips and other information from Forest Charter School
- Manage and monitor compliance issues, such as attendance, collection of work samples, and State testing
- Be the main contact and support for each student

On a daily basis, the Supervising Teacher supports students and families through making regular contact via phone, Internet, and face-to-face meetings. The Supervising Teacher checks on student progress by logging onto Forest Charter School's learning management system, contacting instructors and checking in with students. The Supervising Teacher also monitors each student's Instructional budget by working with the Forest Charter School business office to track curriculum orders that have been placed, fill out learning set-up forms for tutoring and enrichment activities, and monitor other costs associated with courses a student takes. The Supervising Teacher is also responsible for making sure families receive curriculum they request or order from Forest Charter School. In addition, each year, the Supervising Teacher must create a portfolio of student work samples for each student in preparation of Forest Charter School's yearly audit. Two work samples per course per semester are required for the portfolio.

Forest Charter School believes it is imperative to match Supervising Teacher and students based on shared learning styles and personalities. Forest Charter School administrators match students with a Supervising Teacher based on information collected through the orientation process as well as the grade levels in which a Supervising Teacher specializes. It is Forest Charter School's belief that elementary and middle school students and families need to be nurtured in a different way than high school students and families. Personalizing each student's program reinforces to students and families that Forest Charter School is a safe educational environment in which the student will be valued and respected.

Response to Students Performing Above or Below Grade Level

Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students



below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of Forest Charter School's personalized learning program inherently allows Forest Charter School staff to support student learning and success by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Supervising Teachers also recognize that students have unique needs in each subject area. (For example, a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, students benefit by participating in a program tailored to their abilities as well as support from all the available resources Forest Charter School has to offer.

Program Options

Forest Charter School serves students of all grades and ability levels and prides itself in offering many different program options within an independent study model. The state's independent study laws and policies govern Forest Charter School. However, within this framework, Forest Charter School creates a program that is suitable to each student's unique needs. Forest Charter School has created relationships with organizations and vendors to help provide students with choice and flexibility that will encourage all students to grow as well as to meet and exceed standards recognized by the State of California. Each student, guided by his or her Supervising Teacher, creates a student learning plan, usually blending at least two of the program options within Forest Charter School's program. Forest Charter School is unique in that each student can create a program that will never look like another student's program; Forest Charter School believes it has as many student learning plans as students enrolled. Therefore, it is difficult to strictly articulate the Forest Charter School educational program because it is always in development based on the ever-changing needs of our students. To better understand some of the options enjoyed by our students, please refer to the following major pillars that currently make up Forest Charter School's program.

Homeschool/ Independent Study

Homeschool/independent study is the foundation of Forest Charter School's entire program. By participating in Forest Charter School's homeschool/independent study program, students have the maximum amount of flexibility within the School's program options. For the purposes of defining Forest Charter School's programs, homeschool students get the majority of their instruction from a parent in the home, whereas independent study students tend to access the course content independently, or through an instructor (this instructor could be a Forest Charter instructor, an online teacher, a community college professor, or some other expert in their field). Although it is difficult to pinpoint, homeschooling tends to transition toward more of an independent study structure when the student reaches higher-level math and science courses and/or when the student begins high school.

Independent Study: Students and their parents rely on a Forest Charter School Supervising Teacher to guide and help structure a student learning plan that works for the student's



needs and learning style while still aligning to California state standards. Forest Charter School's Supervising Teachers support each student to help him/her reach his/her potential. With an independent study student, the Supervising Teacher works with the student and family to identify the options that will best support the student's learning and long-term goals.

Homeschool: Forest Charter School supports and encourages homeschool families by providing accountability through an accredited public school. Families who choose to homeschool their child direct their child's education and are supported by a Forest Charter School Supervising Teacher, a California credentialed teacher. Since Forest Charter School is a California public school, we support California content standards that provide the homeschooling parent with a framework of educational goals by grade level.

Homeschooling parents have a wide variety of choices in accomplishing these goals while nurturing their child's unique talents and gifts. Each family who chooses to homeschool their child holds a specific belief and philosophy about education. Some of these philosophies include: the schoolroom method, classical education, themed unit studies, interactive learning, and natural learning. Forest Charter School further provides support by pairing homeschool families with a Supervising Teacher who is educated in these specific methods and embodies the family's preferred educational philosophy.

Supported Independent Study Instruction through Learning Center Classes

Forest Charter School offers a unique blend of directed independent study. Students can opt to take core and/or enrichment courses through qualified California credentialed teachers at each of Forest Charter School's learning centers. These courses aim to support students and parents by guiding students through curriculum presented by credentialed teachers in small groups. This structure provides weekly on-campus support classes and tutoring in core and elective subjects. Each year, a schedule of courses is available for students to choose from. Whenever appropriate, these courses are designated as college-prep. If a student would like to take one of these courses as an honors level course, the student and ST arrange additional time and work with the course instructor to design and discuss the additional expectations and quality that will be expected.

In addition, tutoring is also often available through writing and math labs. This tutoring is not restricted to students attending these courses; any Forest Charter School student may attend these lab times on an as-needed basis. Forest Charter School also offers an array of elective courses at the Block Classes, such as but not limited to art, music, and choir. Elective courses help students meet college and career goals as well as round out a student's schedule.

Some of the instruction offered supplements the homeschool/independent study work completed by students. These classes enrich the curriculum designed and implemented by the Supervising Teacher, parent, and student. Block Classes also serve to give students the opportunity to meet other students socially and participate in school activities, such as harvest festivals, holiday open houses, and other celebrations.



Cooperatives K-12

Cooperatives are small learning communities that focus on academics and social interaction while still maintaining a personalized approach. Forest Charter School has created cooperatives so students can share their passions and make discoveries with their peers.

In the cooperatives, students take part in a unique blend of classroom and non-classroom learning. Cooperatives aim to create a program that effectively balances the best of homeschool with the best of a school community.

The Supervising Teacher of each cooperative facilitates activities and oversees the independent study work students complete. Forest Charter School cooperative Supervising Teachers believe the sky is the limit in terms of students furthering study on topics of interest, and they encourage students by helping them develop projects and other creative ways to approach their learning. During their time at home, students engage in one-on-one personalized instruction, while in the cooperative classes, students collaborate, cooperate, teach, and inquire. Each cooperative focuses on a different theme, such as, but not limited to, the environment, peace studies, or global issues. Students wishing to participate in cooperatives are looking for the following:

- Inventive and challenging standards-based curriculum that encourages students to investigate, problem solve, collaborate, and make thoughtful decisions
- Hands-on, thematic projects requiring creativity and ingenuity
- A safe and supportive environment where each student's gifts are celebrated
- Recognition of multiple intelligences in assessment and instruction
- A small learning community
- Access to group and one-on-one tutoring
- Building close and lasting relationships with peers and teachers

In all high school cooperatives, core curriculum is available to prepare students to advance on to college successfully.

Online Classes

Forest Charter School offers multiple opportunities for students to engage with online education as another option within the school's program. Forest Charter School actively investigates online education vendors so that Supervising Teachers can recommend online programs that will work well for students' differing learning styles. By taking online classes, students explore how technology plays an important role in a diverse array of 21st century issues while taking challenging and engaging core classes that will prepare them for a technological world after high school. Students combine online and in-person learning to create a highly personalized and customizable learning experience. Students who choose this option are looking to:

- Have many different online core and elective courses available
- Be exposed to a wide variety of technology classes such as computer graphics,



- animation, computer game design, programming, and web design
- Have access to group learning and one-on-one tutoring opportunities

Community College (Academic Enrichment)

Students attending Forest Charter School have the opportunity to attend classes through their local community college. As per common practice, students who choose this option receive both high school and college credit on their high school transcript. Forest Charter School has built a strong relationship with the local community college and supports the community college by following all policies and procedures in recommending students for enrollment in community college classes. Forest Charter School does not restrict students from taking courses at the community college level. Students meet with their Supervising Teacher and career advisor to discuss the appropriate placement within a community college program.

Career Technical Education (CTE)

Forest Charter School participates in a local Career Technical Education (CTE) program that serves students in both Nevada and Placer counties. CTE provides students with relevant career pathway training to meet the needs of local industries. Forest Charter School students may take courses that would not be available to them if they attended other local high school programs because of their more flexible school schedule. Forest Charter School supports CTE by upholding the procedures and guidelines CTE sets forth. Students participating in CTE must follow all attendance and classroom policies pertaining to each CTE course. Forest Charter School students and parents provide all transportation to and from CTE programs. Students who wish to participate in CTE are looking to:

- Demonstrate a strong work ethic and effective time management skills
- Perform professionally as individuals and team members
- Use appropriate business etiquette and protocols
- Make effective decisions using relevant career information
- Demonstrate skills and strategies to gain employment
- Learn the qualities, skills, and education necessary to be successful
- Understand trends that affect careers and the need for lifelong learning
- Identify interests, career pathways, and a plan for ongoing educational options

Employment Education

Forest Charter School's Employment Education curriculum provides students with valuable information so that students will be prepared and successful in the work world. This curriculum design includes community-based learning as well as academic instruction, which aligns with Forest Charter School's philosophy. The purpose of Employment Education is to provide learning opportunities through paid or unpaid employment, internship, or vocational experiences.



Community Vendors

Forest Charter School is committed to supporting and encouraging a number of diverse activities and learning experiences. As a result, Forest Charter School offers students and families the opportunity to take lessons and classes through community vendors. Community vendors serve Forest Charter School students by providing instruction from qualified, real-world experts who have knowledge and/or facilities in areas Forest Charter School cannot provide as an independent study program. Forest Charter School believes that in a personalized learning program, students should have the best instruction in elective/enrichment activities such as art, music, and tutoring; community vendors partner with Forest Charter School to fill this important need.

Community Engagement

Forest Charter School wishes to engage students in their community by providing them the opportunity to participate in diverse community activities. All activities sponsored by Forest Charter School enrich learning while maintaining a safe experience for students. Forest Charter School does this by:

- Offering school-organized field trips
- Partnering with community organizations to solve local issues
- Inviting guest speakers to present on topics of study

Chromebooks

Forest Charter School makes Chromebooks available for all students in grades 6-12 to use as a tool to enhance their learning opportunities. This tool not only allows students access to technology and an opportunity to learn various programs that will enhance their learning as well as their employment prospects, it also opens up more opportunities to round out their personalized learning plan. Students can explore things from educational videos to primary documents to fully supported online classes. In addition, Chromebooks offer the following benefits:

- Strong communication between the teacher and student
- Faster feedback from the teacher
- Supports organization through the use of Google calendar
- Stores handouts and assignments in one place
- Allows for communication and collaboration between classmates through features such as chat, email, group projects, peer editing, etc.

Learning Centers

Forest Charter School believes learning occurs well beyond the walls of a classroom, which is why FCS embraces many settings for educational activities. Rather than a traditional campus, FCS has several kinds of learning centers to support students. In addition to FCS Learning Centers,



Supervising Teachers can meet students/families in a variety of venues to provide tutoring, explore curriculum, or to have a learning record meeting. Forest Charter School believes that the relationship built between student, parent, and Supervising Teacher is the core of how, why, and where learning takes place.

However, over time, Forest Charter School has grown to serve many students from Nevada County as well as the contiguous counties; additionally, the school has grown into more of a blended program expanding on its block class offerings and cooperative programs. As a result, Forest Charter School found the need to establish four distinct learning centers/geographic areas from which the entire program runs: the Nevada City Learning Center, the Truckee Learning Center, the Auburn Learning Center, and the Foresthill Learning Center. These learning centers address the needs and wants of students and their parents within a geographic location. Housed within each learning center are many different and unique programs from co-ops to tutoring to core academic as well as enrichment offerings.

High School Graduation Requirements and Course of Study

Forest Charter School believes in supporting a well-rounded education. In support of this belief, the School's graduation requirements and course of study exceed the state's minimum graduation requirements. Additionally, a great deal of time and thought has been invested toward creating additional graduation requirements that support Forest Charter School's student performance outcomes, ESLRs, and mission statement. Forest Charter School's graduation requirements allow students maximum flexibility in choosing a course of study aligned with each student's personal educational goals. Each student is encouraged to create a high school graduation plan by completing Forest Charter School's Recommended Course of Study for College Bound Students, which is aligned with college admission requirements through the National Association for College Admission Counseling (NACAC), as well as the UC/CSU recommended course of study.

Forest Charter School's Graduation Requirements and Forest Charter School's Recommended Course of Study for College Bound Students can be found in Forest Charter School's High School Course Catalog. The information contained in Forest Charter School's High School Course Catalog is available to each student through his/her Supervising Teacher and can also be found on the FCS website.

Forest Charter School's graduation requirements closely mirror other local high school programs. Forest Charter School has purposefully chosen to mirror other school's graduation requirements, as there is a degree of student mobility among the high schools within this geographical region.

Forest Charter School believes it is important for students to be introduced to topics in career pathway information before graduation. In keeping with this belief, Forest Charter School adopted two additional graduation requirements: a Career Advisory class and a Contemporary Skills class. The Career Advisory class is typically taken in tenth grade and covers topics such as job skills, goals, skills assessment, and an opportunity to explore potential career paths. The



Contemporary Skills class is typically a twelfth-grade class that focuses on real-world financial literacy, Internet-safety, and a career component that prepares students to make future occupation and lifestyle choices. Forest Charter School feels that these classes promote well-rounded students who will be productive and successful adults in the work world or in college.

Forest Charter School's personalized learning program provides students and their families the flexibility to work with rigorous and challenging curriculum that reflects the student's ability and goals. As a result, Forest Charter School offers core courses for general studies credit, college-prep credit, honors credit, and College Board-approved Advanced Placement credit. A student and his/her Supervising Teacher will determine which type of credit each core course will be as evidenced on the student's Master Agreement. Each type of course will also be noted on the student's high school transcript.

All work attempted and completed by a Forest Charter School high school student is recorded on a high school transcript. The Student Records and Student Services office maintains a computerized transcript system. The College and Career team, as well as Forest Charter School administrators, utilize the transcript system to determine a student's grade point average. Any school making an official written request for a student's cumulative file will be given a copy of a current transcript, which will show work completed through prior schools as well as credits earned from Forest Charter School.

While Forest Charter School believes in encouraging all students to keep their educational options available by pursuing a course of study that will enable them a good chance of being admitted into college, FCS also recognizes and honors students who have goals other than attending college.

College & Career Center

Forest Charter School recognizes the importance of students receiving crucial information related to the college admissions process as well as the career and technical world. To address this, Forest Charter School hired a team of college and career advisors to support students and staff. The mission of the college and career team is to help each student design and plan a post-high school path. The college and career team relays information from postsecondary institutions as well as career sectors to the Supervising Teachers so that they can advise students in taking appropriate courses to help students meet personal goals. The Forest Charter School college and career team members meet with students and parents in one-on-one sessions as well as in a group setting through seminars. In addition the college advisors have developed a College Advisory Class. This class allows students to explore postsecondary college options including two year, four-year, and vocational programs. The emphasis placed on maintaining a full college and career center demonstrates the importance Forest Charter School places on each individual student by helping them to fully realize a personalized learning program's ultimate outcome: student success.



English Learners

Forest Charter School always takes each individual student's needs into consideration when choosing curriculum for English Language Learners (ELL).

Forest Charter School complies with all applicable state laws regarding English Language Learners, which currently include the following:

- Home Language Survey: Forest Charter School gives each enrolling student the state-required home language survey.
- CELDT (California English Language Development Test)¹: Within 30 days² of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet) must be tested. Previously identified English Language Learners will be tested within 60 days. Yearly assessment is required until an ELL is reclassified as English Proficient.
- Any new student identified as an English Language Learner will be paired with a qualified Supervising Teacher who holds a CLAD, CTCL, or BCLAD certification.

To best guide each student classified as an English Language Learner, Forest Charter School works as a team to guide and instruct each particular student. This team consists of the student, parent/guardian, and the Supervising Teacher who holds a CTCL, CLAD, or BCLAD certification, and other individuals involved with the student's instruction. The team will meet to select curriculum that will best serve the ELL student. The Supervising Teacher monitors and evaluates the student's progress on a monthly basis. In addition, the Supervising Teacher modifies the curriculum based on informal assessments.

Student Support Team (SST) Process – Response to Intervention (RTI)

Forest Charter School focuses on providing early intervention in order to support student learning. The intervention coordinator is available to consult with individual Supervising Teachers as they choose curriculum and plan for new and struggling students. If a student is not making adequate progress (as indicated by benchmark and state test scores, or parents, or teachers) an SST meeting is scheduled. The SST process is a general education function although, at times, the special education team is consulted or invited to a meeting in order to tap into their specific skills/knowledge. The SST team meets to identify the student's strengths and needs in order to determine the best steps and curriculum to address these needs. Then, student progress is monitored and reported back to the SST team at subsequent meetings.

¹ All references to the CELDT are understood by Forest Charter School to mean the English Language Proficiency Assessments for California (ELPAC), when it replaces the CELDT.

² The 30-day requirement applies to students who are entering a California public school for the first time or who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.



UC a-g Course List

Forest Charter School offers a full menu of courses that meet the A to G admission requirements for the University of California and the California State University. To view the list of Forest Charter School courses that are a-g approved visit the UC a-g course list at the following link: <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>.

Special Education

Forest Charter School supports all students in special education. Since the guiding philosophy of personalized learning is to create an individual learning plan for all students, accommodating students with IEPs is a natural fit with Forest Charter School. In addition to adapting the curriculum, Forest Charter School is committed to providing all necessary accommodations, modifications, and services in order for each student to access his or her education.

Forest Charter School is its own Local Educational Authority (LEA) for the purposes of special education.

Forest Charter School's plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Special Education Local Plan Area (SELPA) and all legal guidelines. Forest Charter School is a member of the Nevada County Charter Services Authority (NCCSA), a California joint powers agency. NCCSA provides educational and administrative services and support to members. The services include special education administration, staffing—such as school psychologists, special education teachers, speech and language pathologists, and aides—and related goods (testing materials, etc.) and services, as well as oversight of all special education staff and related activities.

Forest Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Improvement Act (IDEIA).

Under the federal Individuals with Disabilities Education Act (IDEA), Forest Charter School identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes, at a minimum, a student's Supervising Teacher (general education teacher), special education teacher, parents/guardians, and a representative of the school administration who is empowered to commit resources such as staff time or funding. Forest Charter School carries out provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if

indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Forest Charter School has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options and related services includes the following:

- Full-day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull-out for a portion of the school day by the resource specialist
- Related services, such as speech and occupational therapy, and educational-related mental health services
- Placement in a Special Day Class for portions or all of the school day
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Nonpublic Day School
- Placement in a Nonpublic Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at Forest Charter School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.

Section 504 of the Rehabilitation Act

Forest Charter School is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Forest Charter School shall be accessible for all students with disabilities. FCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation in or be denied benefits of, a free and appropriate public education, or otherwise be subjected to discrimination under any program of Forest Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by Forest Charter School.

When there is a need, a 504 team is assembled by the executive director or designee and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, as well as any other relevant information such as the meaning of the evaluation data, placement options, and possible accommodations. The 504 team reviews the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Forest Charter School's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she review the 504



Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, any necessary modifications to the plan, and if the student is still eligible.

Measurable Student Outcomes

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Forest Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Forest Charter School's Local Control Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending Forest Charter School, including our numerically significant student subgroups. The metrics associated with these goals help Forest Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our website at the following link: www.forestcharter.com/cms/lib/CA01001575/Centricity/Shared/2016%20FCS%20FINAL%20LCAP.pdf.

Forest Charter School annually updates and develops the LCAP in accordance with Education Code Section 47606.5 and uses the LCAP template adopted by the State Board of Education. Forest Charter School submits the LCAP to the County Superintendent of Schools annually, on or before July 1, as required by Education Code Section 47604.33.

Expected Schoolwide Learning Results (ESLRs)

Forest Charter School believes that many educational goals, although not objectively measureable, are equally valuable. By articulating the Expected Schoolwide Learning Results, Forest Charter School places an emphasis on the whole student, and articulates academic and non-academic goals. Further, Forest Charter School believes that attention toward achieving the ESLRs will have an emotional impact on students that will ultimately translate into future success. With these considerations in mind, Forest Charter School has developed ESLRs that articulate qualities that students should strive to attain. Forest Charter School has updated these ESLRs in the 2016-17 school year as part of the current WASC self-study process. This process began with the leadership team creating a plan for the revision of the ESLRs. The first step was an open discussion and brainstorming session at a full staff meeting in the fall 2016. At this meeting we also broke into small groups to brainstorm school values that could be developed into updated ESLRs. At this same staff meeting members were solicited for a committee to articulate and refine the resulting lists of values. The committee included members of the leadership team, parents, faculty, and staff, as well as input from students. Over the course of several meetings,

the committee developed a final version of the ESLRs that were shared with stakeholders through various means. In a break with tradition, the committee chose to embrace a more concise list of ESLRs along with a supporting list of FCS Values (see Appendix B).

Eight State Priorities Data and Analysis

Analysis of State Priority #1 - Basic Services

FCS meets all the basic services articulated in Priority #1, including appropriate teacher credentialing, student access to standards-aligned curriculum, and well maintained facilities (see chart below).

World languages is the only subject area where consistent and appropriate credentialing of all teachers has been a challenge. However, in most cases, students taking courses in languages other than Spanish are doing so online with fully and appropriately credentialed instructors in UC a-g approved courses.

Priority #1 - Basic Services Data	14/15	15/16	16/17
Rate teachers are appropriately assigned and fully credentialed	96.22%	96.50%	TBD-CBED 10/5/17
Pupil access to standards aligned instructional materials	100%	100%	100%
Facilities maintained in good repair	Good	Good	Good

Analysis of State Priority #2 - Implementation of State Standards

Implementation of the California State Content Standards (CSCS) was supported by providing collaboration time at each staff meeting (eight times per year) to work on understanding and implementing the state standards. FCS also provided two half-day professional development trainings. Further, FCS provided a \$1,500 allowance per teacher and administrator to attend approved professional development opportunities. (NOTE: this allowance was based on a \$58,454 grant that will end after the 2017-18 school year.)

Analysis of State Priority #3 - Parental Involvement

Parents are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. In addition, Forest Charter School conducts an annual survey of its families. Over

the last several years, we have had a high level of participation in this survey, making us feel good about the results gained from the process.

Promotion of parental participation remains an ongoing goal at FCS, and this is emphasized through regular monthly learning record meetings as well as the process to engage stakeholders during the WASC self-study process and the LCAP process.

Analysis of State Priority #4 - Pupil Achievement

In general, our pupil achievement is steadily improving. Our CAASPP scores have grown each year, as well as our AP and EAP scores (see chart below).

The percentage of students meeting UC and CSU requirements decreased from 2014-15 to 2015-16. While some of this decline can be attributed to the highly transitory nature of our enrollment, FCS has adopted two measures in response. First, an intervention specialist has been added to our staff in an effort to work with students who are struggling. Second, we have procured a three-year grant aimed at increasing the number and percentage of students attending college. The data dealing with EL reclassification rate and proficiency is reflective of the fact that FCS often has between zero and three students in this category. As reflected by the 2015-16 school year data, we have had success in working with EL students.

Priority #4 - Pupil Achievement Data	14/15	15/16	16/17
Performance on statewide test Standard Met or above in Math/Percent Proficient Math	27%	33%	35.70%
Performance on statewide test Standard Met or above in ELA/Percent Proficient ELA	43%	48%	49.55%
API score	N/A	N/A	N/A
UC/CSU Requirements	49.79%	34%	35%
Share of EL that become proficient	0%	100%	0%
EL reclassification rate	0%	100%	0%
AP exams with 3 or higher	33.33%	40%	40%

Share of pupils determined prepared for college by EAP	14/15	15/16	16/17
EAP ELA Ready, Cond Ready	43%	54%	58%
EAP ELA Ready	18%	20%	22%
EAP ELA Cond Ready	26%	34%	36%
EAP Math Ready, Cond Ready	17%	26%	20%
EAP Math Ready	5%	6%	3%
EAP Math Cond Ready	11%	20%	17%

Analysis of State Priority #5 - Pupil Engagement

Attendance rates at FCS over the two-year period (2014-15 through 2016-17) held steady at roughly 98.5%. Chronic absenteeism has not been a major problem, with rates 0.05%, 0.05%, and 0.06% from 2014-2017, respectively.

The middle school dropout rate declined from 0.009% in 2014-15 to 0.005% in 2015-16%.

The high school dropout rate over the two year period (2014-16) declined from 15.3% to 10.7%. The graduation rate over the same period grew from 84.7% to 89.3%, an increase of 4.6%. The improvement in both rates, while not statistically dramatic, may be due in part to intervention efforts, the addition of academic supports (math labs, writing labs, and extra tutoring funds), as well as a patient approach with struggling students.

Priority #5 - Pupil Engagement Data	14/15	15/16	16/17
Attendance Rates	98.42%	98.61%	TBD-CBED 10/5/17
Chronic Absenteeism	0.05%	0.05%	0.04%
Middle School Dropout Rate	0.009%	0.005%	TBD-CBED 10/5/17
High School Dropout Rate	15.30%	10.70%	TBD-CBED 10/5/17
Graduation Rate	84.70%	89.30%	TBD-CBED 10/5/17

Analysis of State Priority #6 - School Climate

The pupil suspension rate at Forest Charter School has remained low over the three-year period covered by the data. Down from 0.012% in 2014-15, the rate fell to 0.001% in both subsequent years. Suspensions have never been a common form of discipline at FCS, and there have been no expulsions in the history of the school. Some of this may be explained by the independent study model at the heart of the school, but it also reflects the philosophy of our staff and administration. On the rare occasions when some form of punishment is required, the administration and staff usually explore creative options, such as community service, or reflective research as opposed to missed time in class.

Family surveys and other stakeholder feedback indicate a very positive impression of school climate at FCS over all three years covered by the data. While the staff and administration strive to maintain this positive and safe climate, this perception may also reflect the fact that families have chosen to enroll at FCS based upon what they have learned about the school's culture.

Priority #6 - School Climate Data	14/15	15/16	16/17
Pupil suspension rate	0.012%	0.001%	0.001%
Pupil expulsion rate	0.00%	0.00%	0.00%
Other local measures - staff/parent survey Positive ranking	yes	yes	yes

Analysis of State Priority #7- Course Access

Pupils' access to and enrollment in all required areas of study remained at 100% over all three years of the data. Given the personalized learning model in place at FCS, all students and families may choose how they access the curriculum.

Priority #7 - Course Access Data	14/15	15/16	16/17
Pupils access and enrollment in all required areas of study	100%	100%	100%

Analysis of State Priority #8 - Other Pupil Outcomes

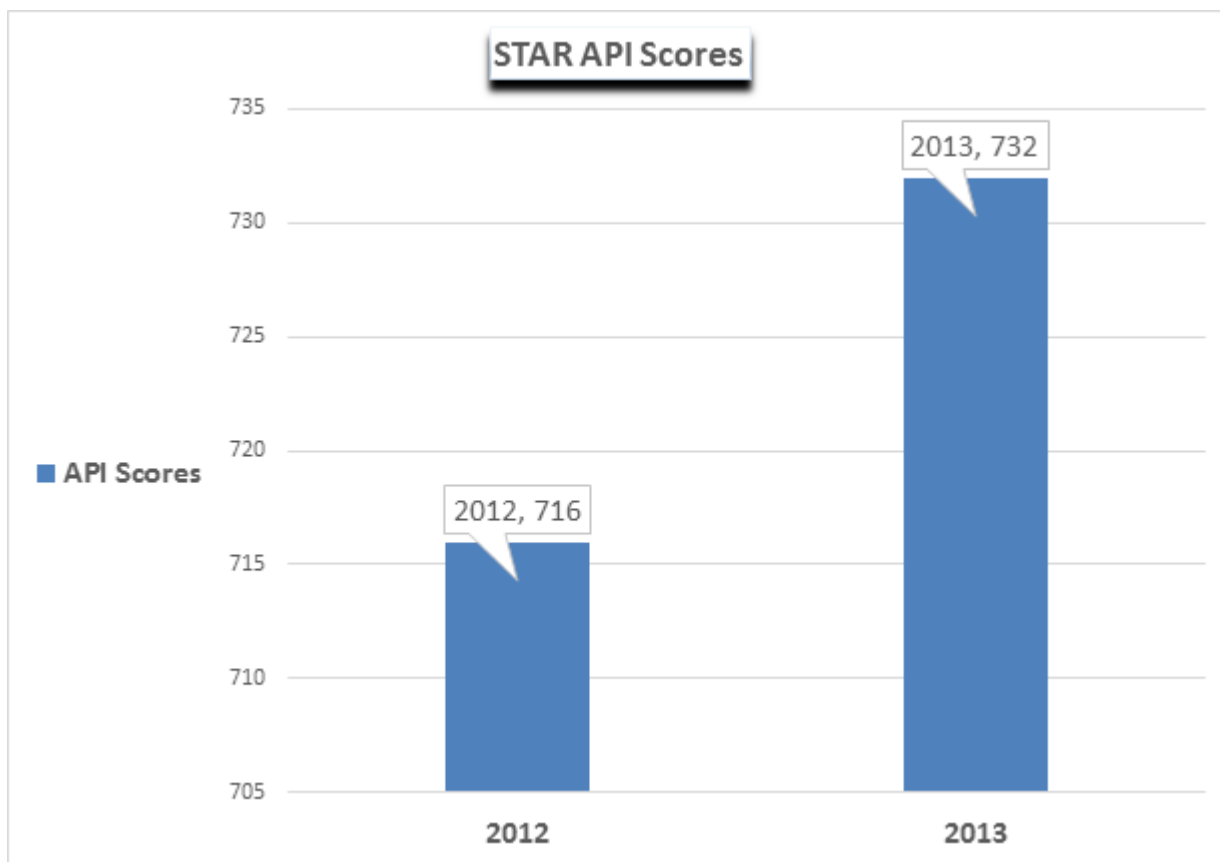
The 2015-16 results indicate a 5% increase in grade-level proficiency in ELA when compared to 2014-15. While the growth in 2016-17 is more modest, we are pleased that our scores continue to increase. Similarly, the percentage of students demonstrating proficiency in math increased over the three years. This gain may be due to the introduction of benchmark testing as well as increased intervention efforts at all levels.

Priority #8 - Other Pupil Outcomes Data	14/15	15/16	16/17
Percentage of students who demonstrated grade-level proficiency in ELA	43%	48%	49.55%
Percentage of students who demonstrated grade-level proficiency in Math	27%	33%	35.49%

Analysis of Data from Graphs

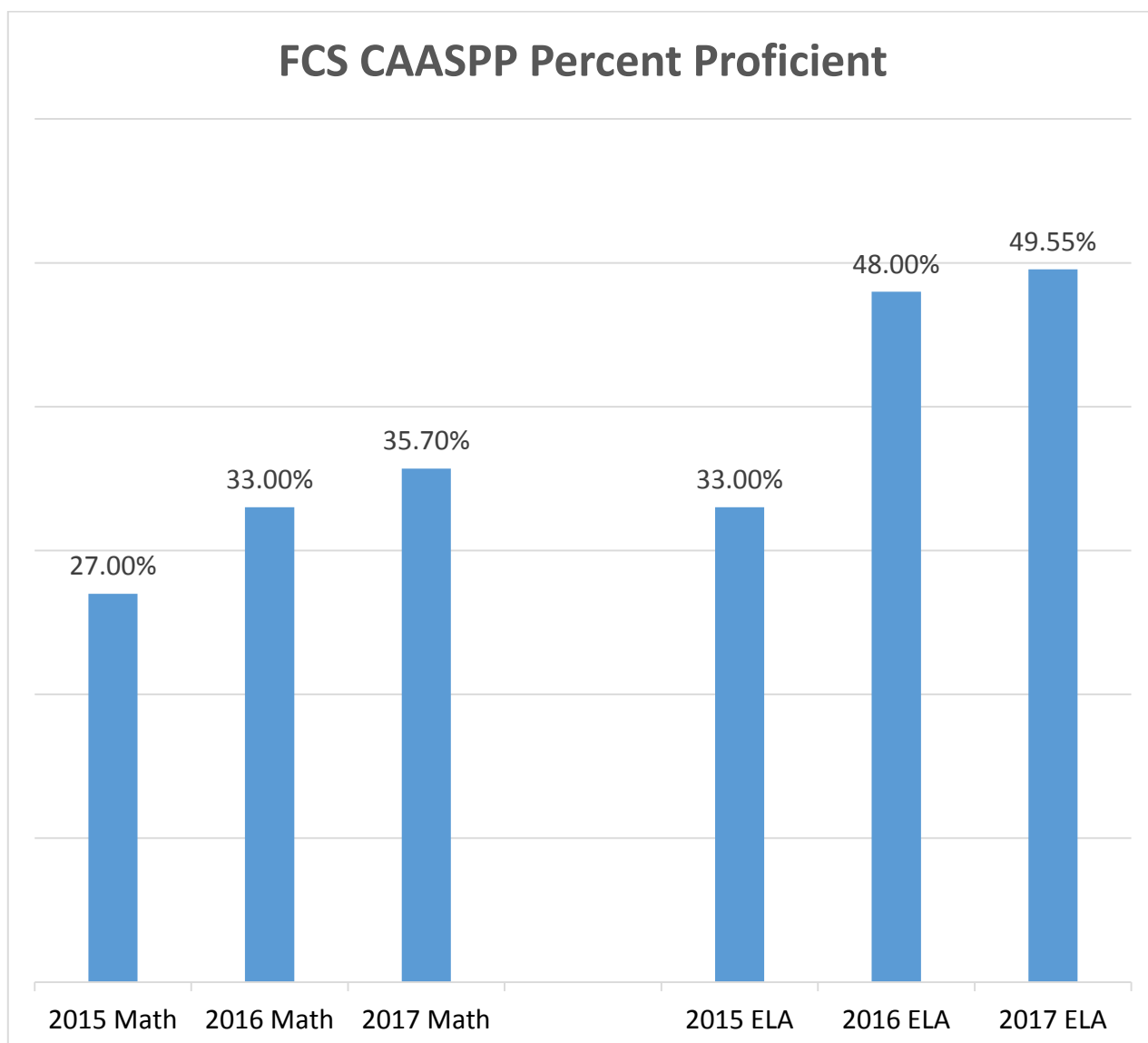
STAR Testing – Academic Performance Index (API)

The graph below shows that in the last two years of STAR testing, our API increased by 16 points. Although we were aware of the impending transition to CAASPP testing, we were pleased that the final two years of STAR testing indicated an upward trend.



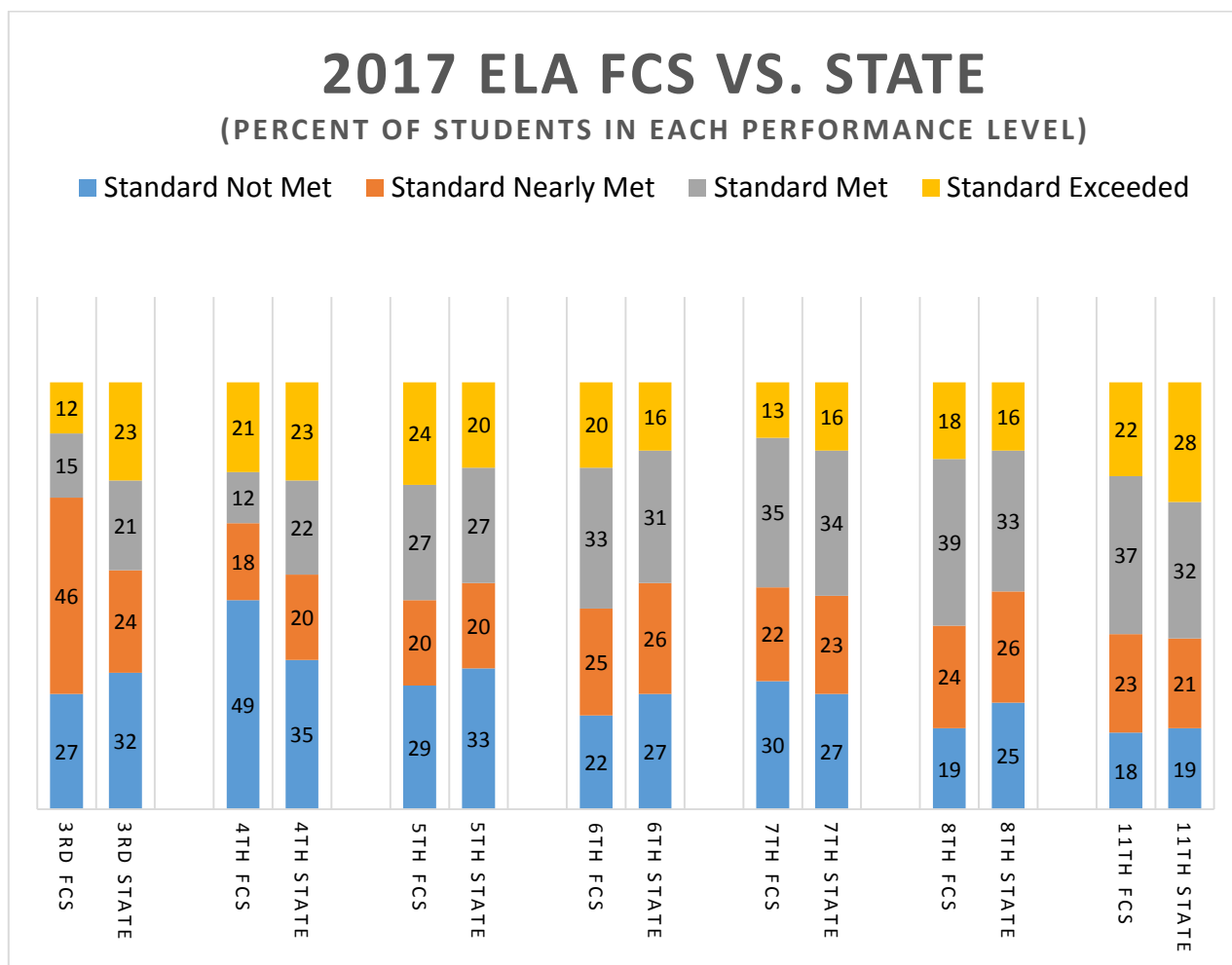
CAASPP Testing – Percent Proficient

In 2015 the state implemented the first scored CAASPP testing cycle. This new online assessment not only tested the students in a new format, but also had much higher expectations. We are pleased that the percentage of students who tested as proficient or above increased over the three years in both math and ELA. We believe that this increase is a result of our new intervention program as well as the professional development training for our Supervising Teachers.



CAASPP – Comparison to State scores

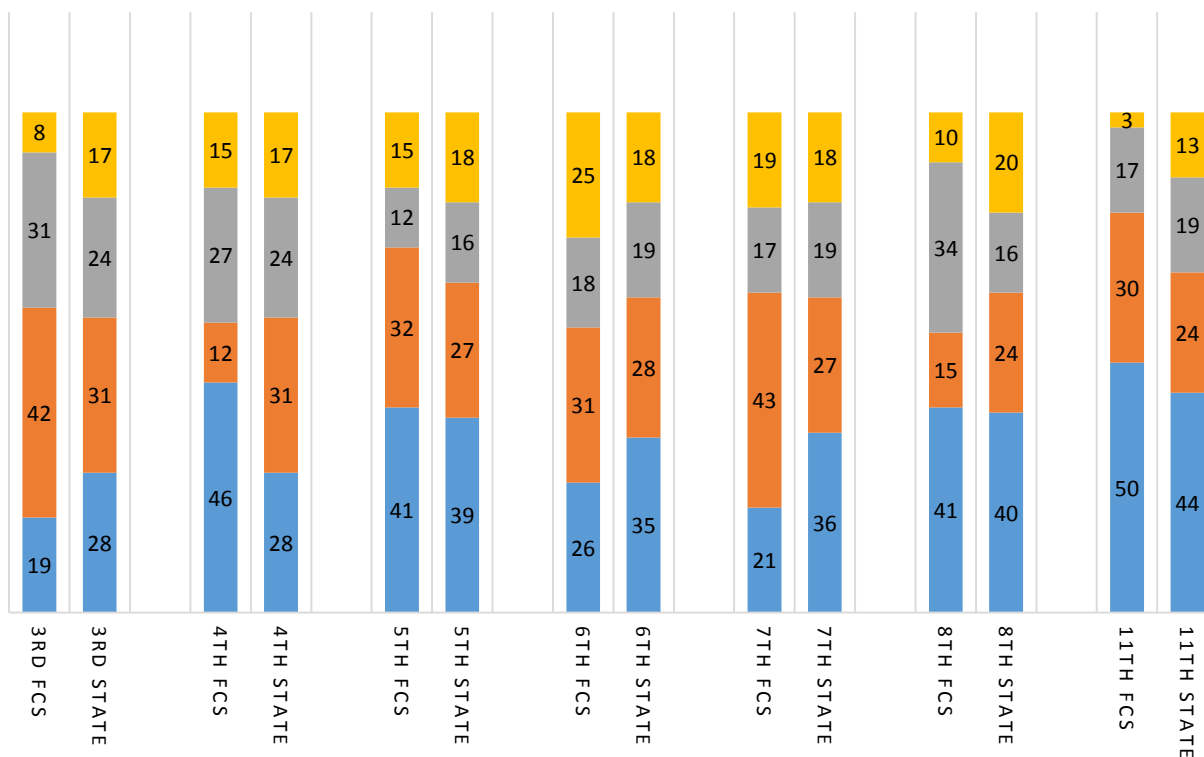
Although some grade levels still lag behind the state average, we are pleased with the growth demonstrated in these scores. Again, we believe that these increases are a direct result of the teachers learning the new standards and how best to teach them as well as our intervention program.



2017 MATH FCS VS. STATE

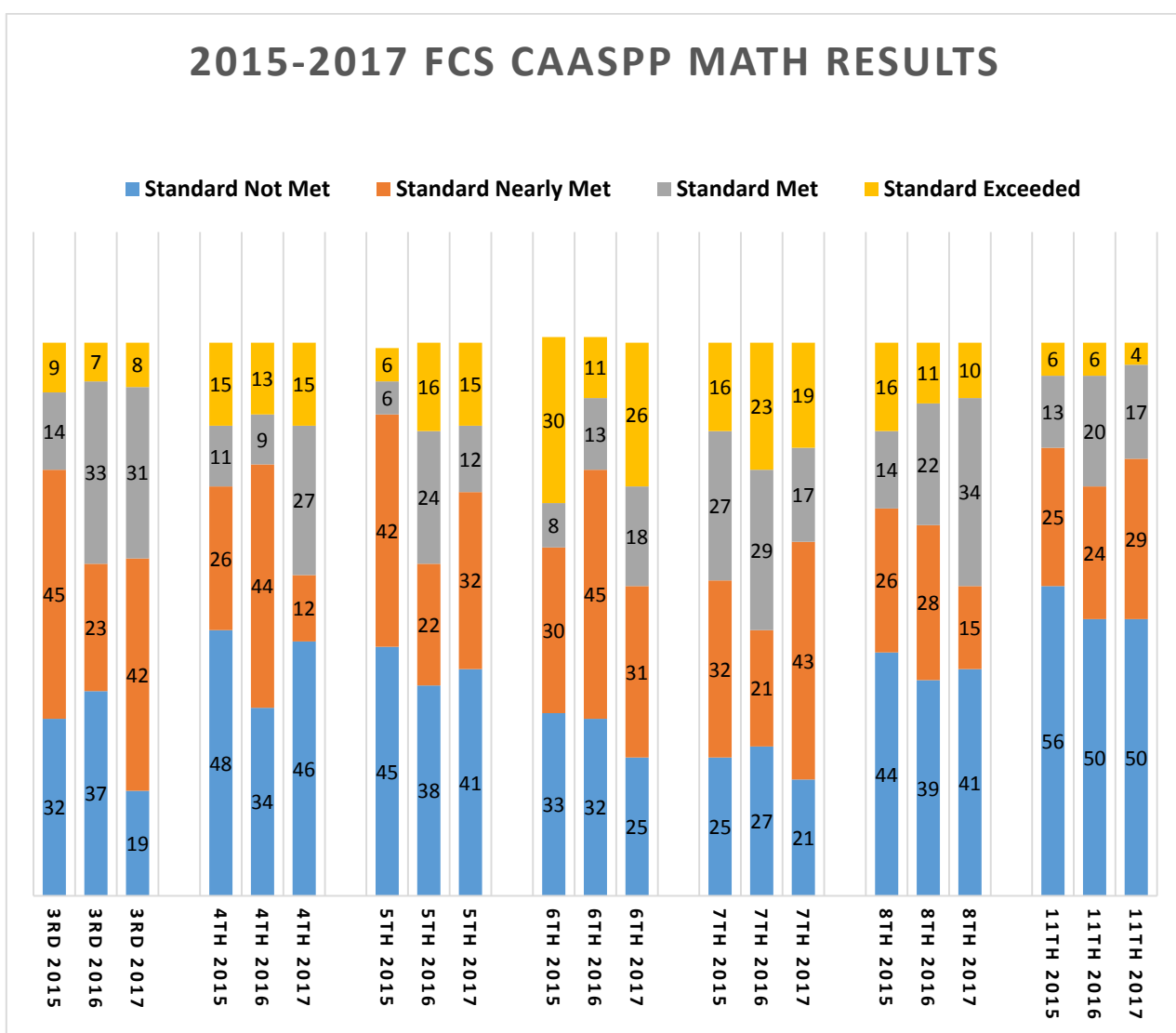
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded



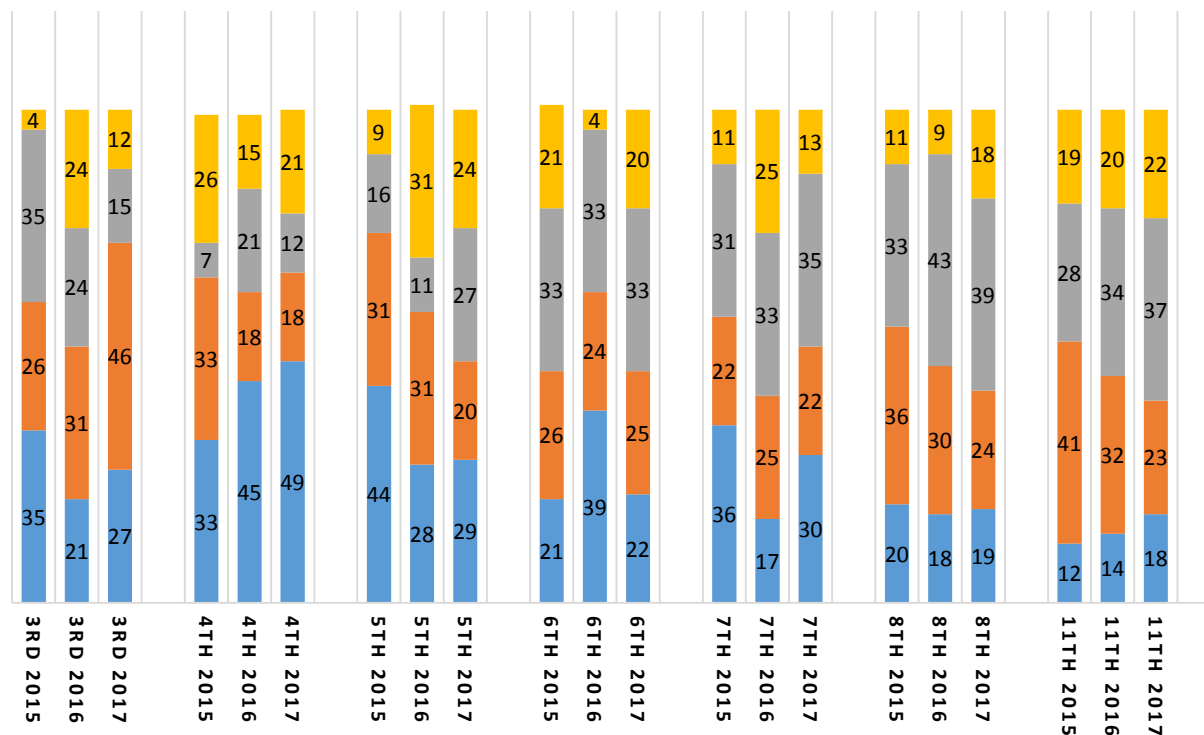
CAASPP Scores by Grade Level 2015, 2016, and 2017

The graphs below compare CAASPP scores in ELA and math between 2015, 2016, and 2017. Again, overall scores have improved, but we hope to continue to bring more students up to the “standard met” level. To see the improvement in a grade level cohort, it is necessary to compare the score of one grade level in one year to the score in the next grade level in the next year. For example, if we compare the math scores of our 2015 fourth graders to our 2016 fifth graders, we can see that this cohort made gains in the percent of students who “met” or “exceeded” the standard. Although this comparison is not possible for some grades (i.e., 2015 eighth and eleventh graders), these graphs still shows a general trend of improvement. However, due to our high student mobility, there are years where cohort populations change significantly making cohort comparisons an inconsistent way of measuring growth.



2015-2017 FCS CAASPP ELA RESULTS

■ Standard Not Met
 ■ Standard Nearly Met
 ■ Standard Met
 ■ Standard Exceeded



Student Subgroups

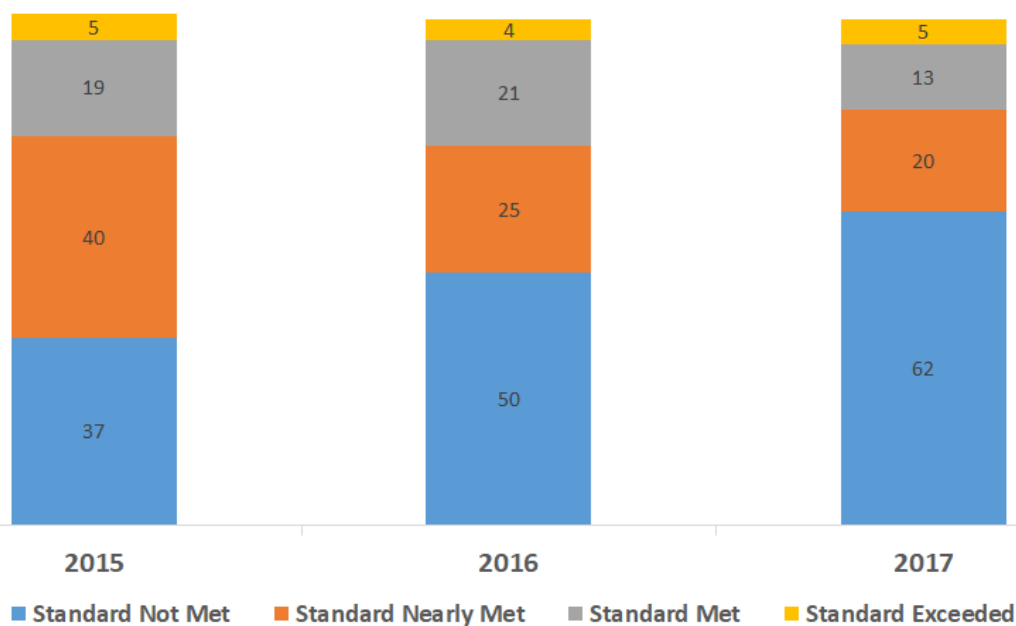
The graphs below compare ELA and math scores for Forest Charter School's student subgroups (students with disabilities and socio-economically disadvantaged students) in CAASPP testing in 2015 through 2017.

Forest Charter School's students with disabilities performed mostly the same from 2015 to 2017 with a slight overall decrease in scores. This data demonstrates a need to improve scores within this subgroup. Staff feedback indicates a desire for support in working with students who have emotional needs and this is reflected in our Action Plan. We are hopeful that this training will positively impact these students.

Socio-economically disadvantaged students showed a larger increase in the percent of students scoring at the "Standard Met" and "Excelling" levels in both ELA and math between 2015 and 2017. We are pleased with this growth, especially in the first three years of the new test, but we hope to continue this growth as our intervention program continues to develop.

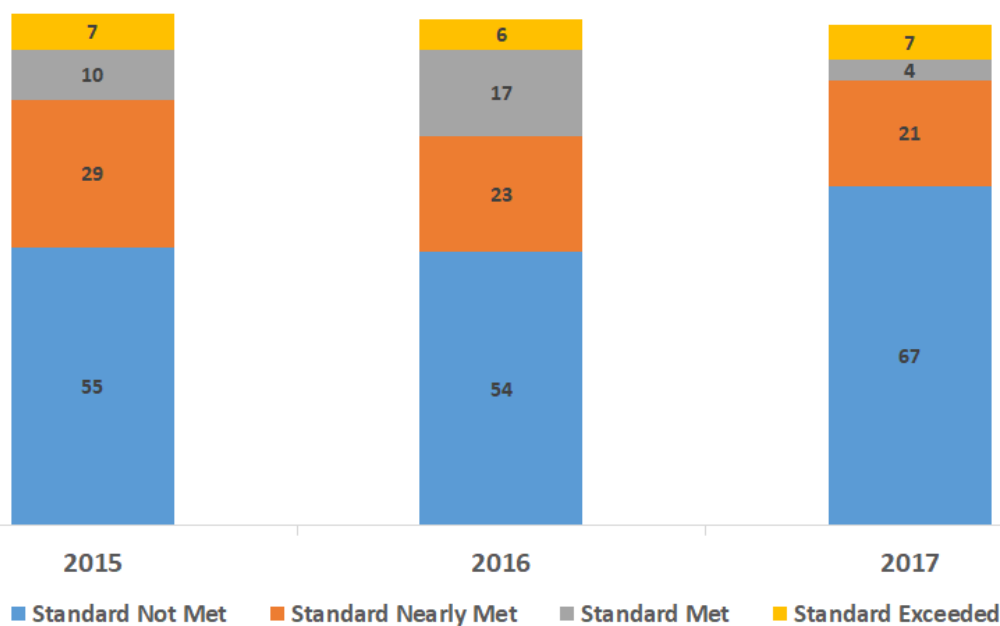
Students with Disabilities CAASPP ELA 2015-2017

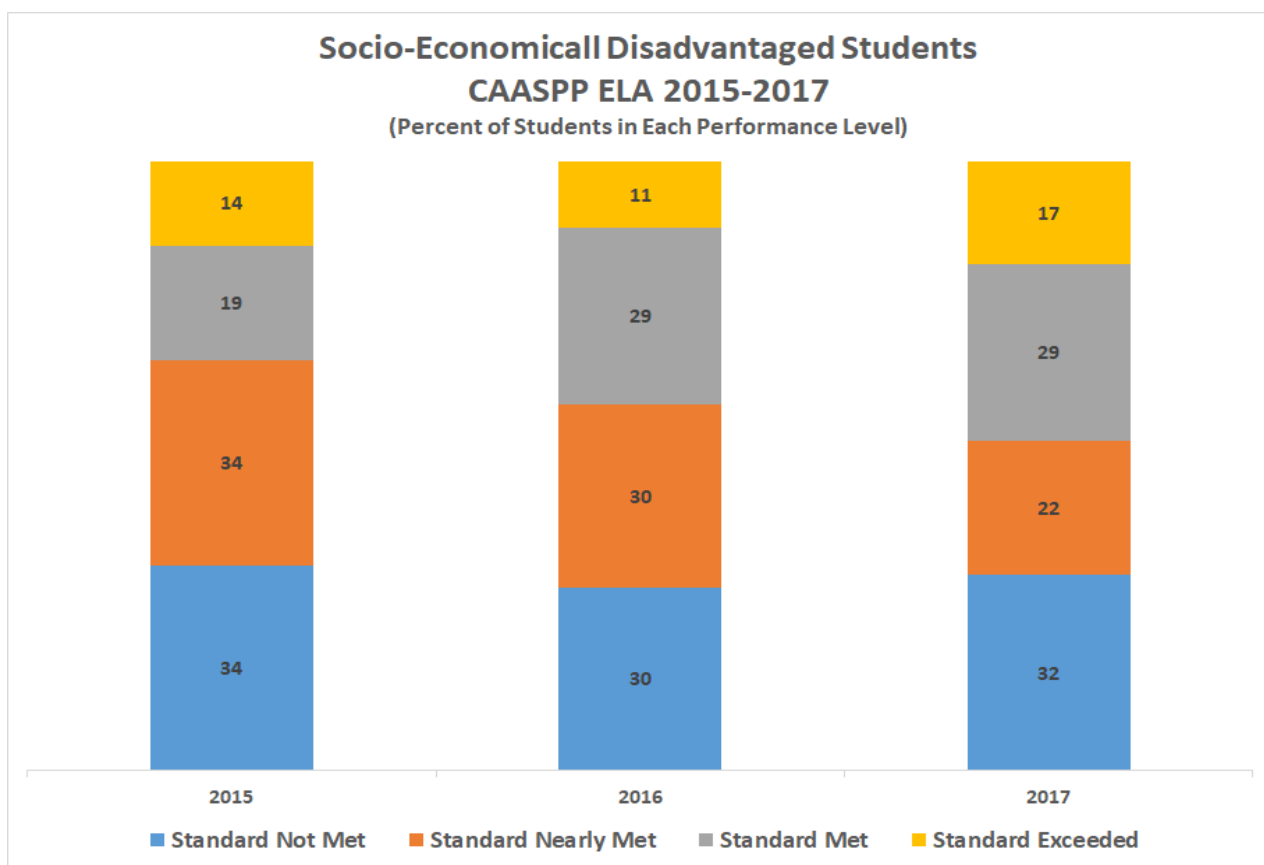
(Percent of Students in Each Performance Level)



Students with Disabilities CAASPP Math 2015-2017

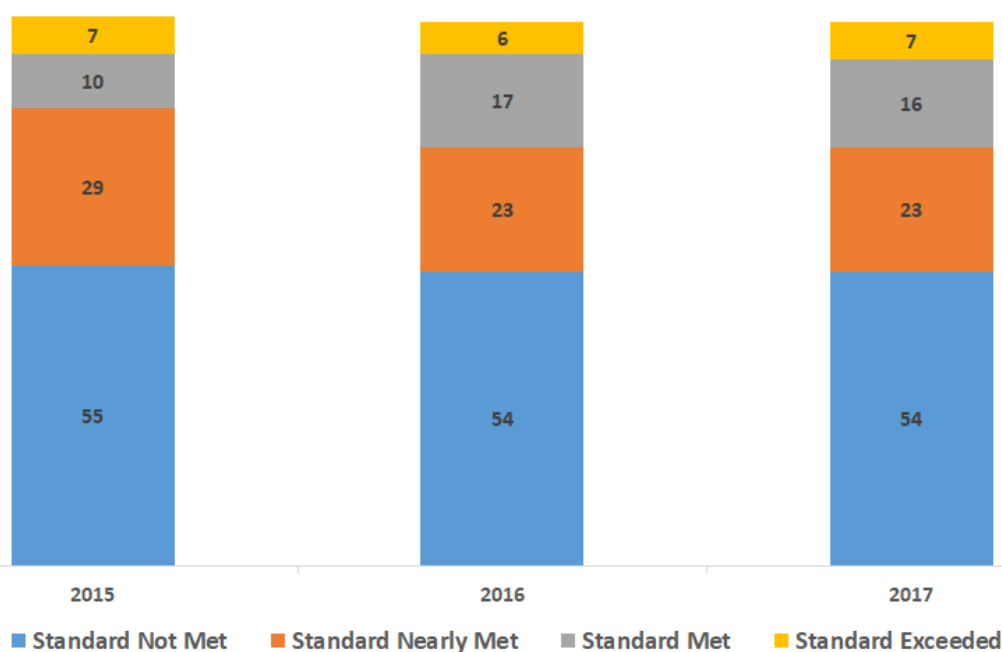
(Percent of Students in Each Performance Level)





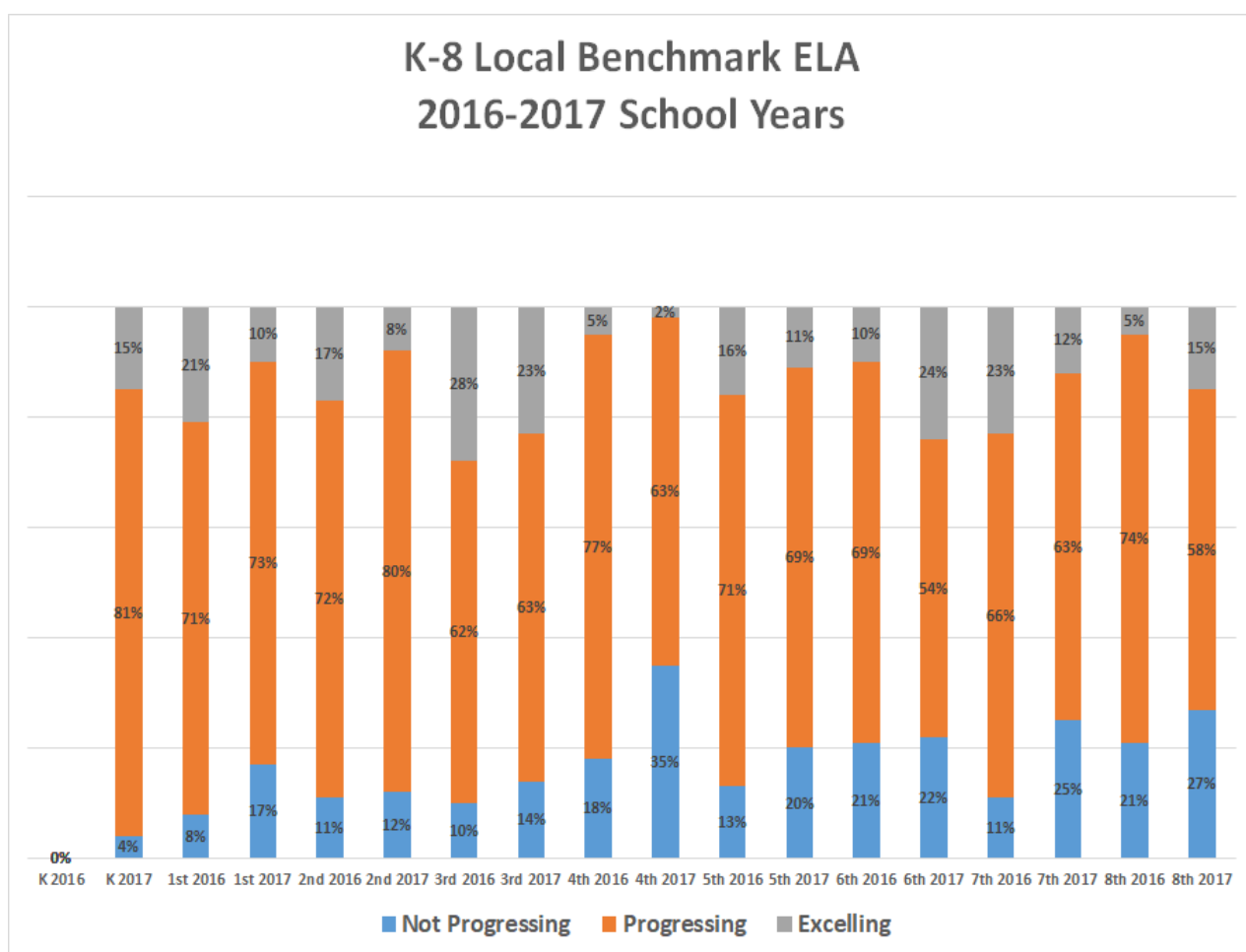
Socio-Economically Disadvantaged Students CAASPP Math 2015-2017

(Percent of Students in Each Performance Level)

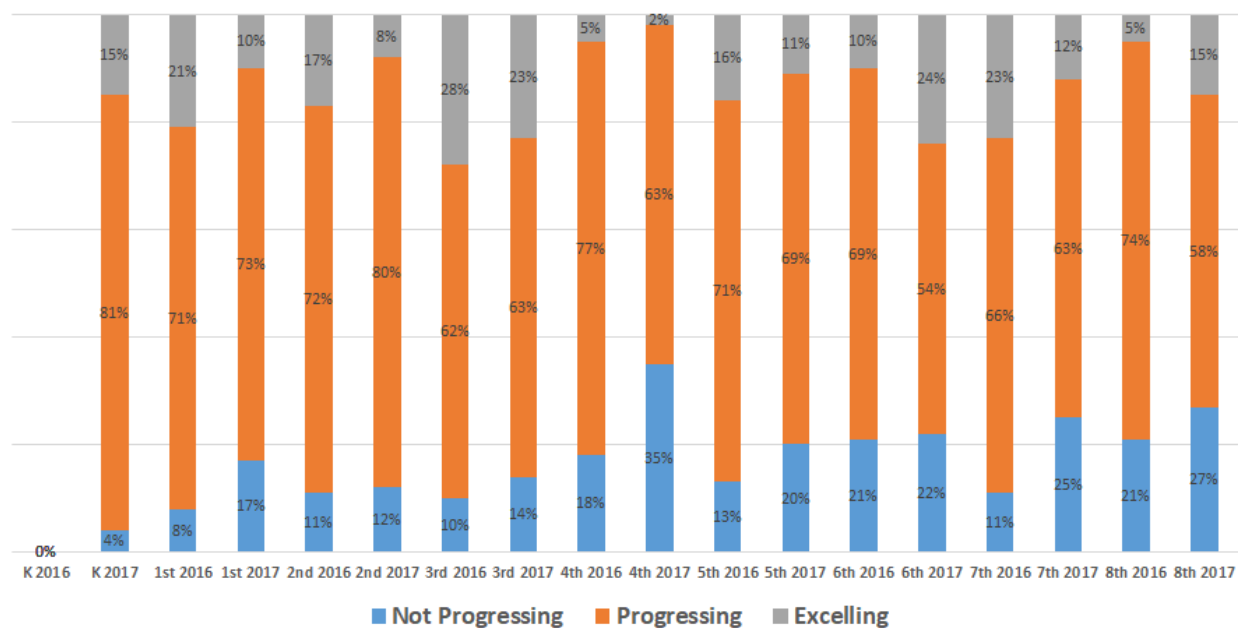


K-8 Local Benchmark Results

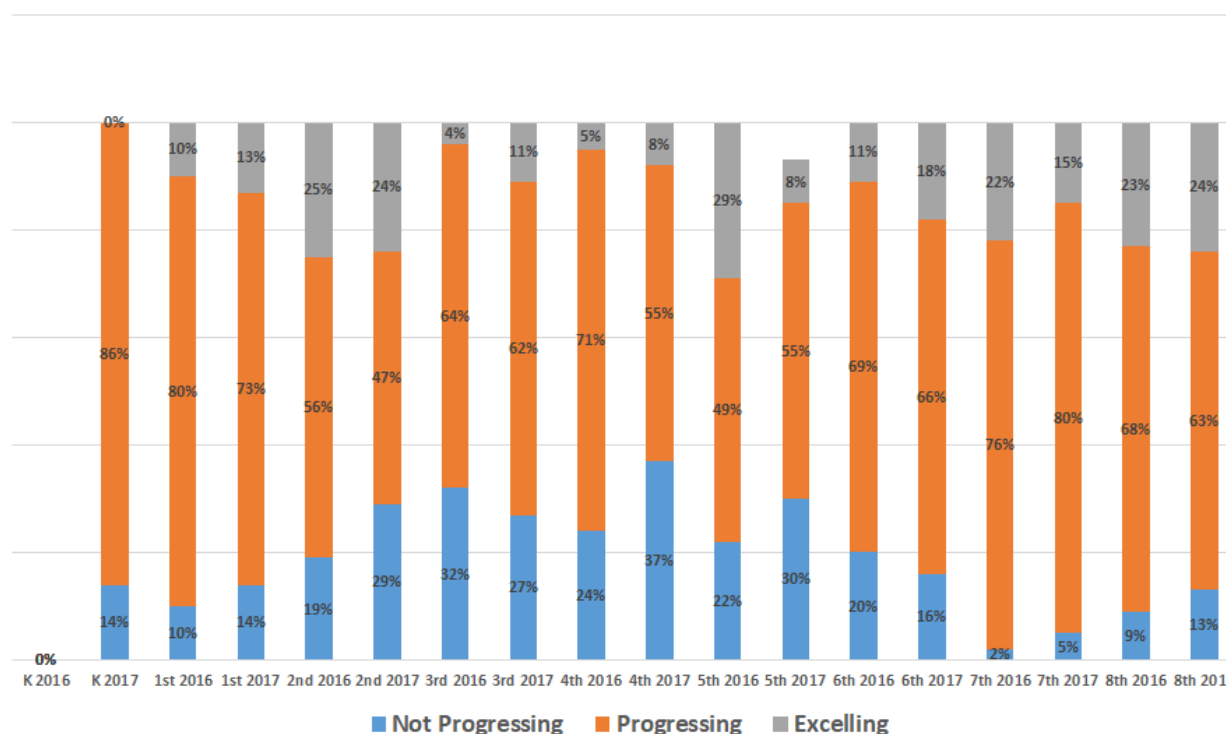
Over the last few years, Forest Charter School has implemented local benchmark assessments in grades K-8 in math, ELA, and writing. (Note: the 2016 kindergarteners were not numerically significant and therefore do not show a score for that year.) We have found this program to be very successful and helpful in identifying students who require more support through our intervention program. The percentage of students identified as “progressing” (i.e., meeting the standard) is higher through our benchmark testing than we are seeing on the CAASPP test results. Due to this discrepancy, we are investigating our benchmark assessments to ensure that they still require the depth of thinking and complexity that students encounter on the CAASPP tests. Further, beginning in the fall of 2017, we will change our scoring from three levels to four to match the CAASPP language making it easier to compare scores.



K-8 Local Benchmark Math 2016-2017 School Years



K-8 Local Benchmark Writing 2016-2017 School Years



Additional Analysis of Data and Stakeholder Feedback

Forest Charter School collects feedback from its stakeholders in a variety of ways, and the conclusions and themes from those sources have been very consistent. Some of the most commonly used avenues for feedback include the annual parent/family survey, the staff survey, and monthly learning record meetings, wherein parents and students regularly offer perceptions and feedback for teachers and the administration. Additional feedback and input from stakeholders occurs at monthly Charter Council meetings, faculty council meetings, staff meetings, and the twice-yearly check-in meetings that the school's director holds with STs and the administrative team. One additional method for soliciting stakeholder input has been the student meetings with the director, assistant director, and the academic dean. Held at both the Truckee and Nevada City Learning Centers (we are planning to expand this meeting to the Auburn and Foresthill Learning Centers next year), these meetings were opportunities for small groups of middle school and high school students to offer feedback to the administration on a variety of topics. Topics for discussion have included campus safety, academics, school culture, and more.

Through all of the avenues discussed above, the feedback and perceptual data has generally indicated that students and families feel safety is a high priority at Forest Charter. This includes

emotional, intellectual, and physical safety. Survey data was especially clear on the point that each student's emotional well-being was considered in academic, curricular, and even disciplinary choices.

Another factor that came through in feedback channels was academics. The data indicate that academic performance by FCS students is fairly strong, but there are ongoing challenges. Math performance has been a persistent issue, and the school has taken several steps to address this and will likely do so again in this self-study's action plan. A related issue is identifying those students who need intervention in math and doing so early enough to maximize the benefit. Among those whom the data indicate need additional support and intervention are the subgroups (socio-economically disadvantaged students and students with disabilities).

Perceptual data has also indicated that stakeholders appreciate the school's culture and sense of community. The staff survey indicated that FCS is seen as a supportive, collaborative, and respectful environment in which to work. Families expressed similar conclusions in the Parent Survey, and most felt that collaboration was a central value in learning record meetings as well as in the way that the faculty approached problem solving.

Summary

The data indicates that Forest Charter School is a positive place to work and learn. It is generally seen as a safe and supportive environment, providing access to a variety of opportunities for student success.

Another upshot of the totality of the data is that academic performance at Forest Charter School continues to improve in most areas. Test scores, graduation rate, and general perceptions of a culture of success have all been growing over the past several years. One persistent challenge has been finding ways to increase student performance in math. To this end, intervention efforts have increased, and current discussions involve identifying those in need of additional support earlier when possible. This issue and efforts to address it are discussed in more detail in Chapter One.

The questions that have come from stakeholder feedback and from the data include the following:

- Where to improve the academic program?
- How should Forest Charter School's curriculum options evolve?
- Where can FCS find efficiencies in administrative and reporting practices while still supporting the school's philosophy of personalized learning?

CHAPTER III: SELF-STUDY FINDINGS

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is



congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research, and an overall belief that all students can learn and be college and career ready.*

Findings

Forest Charter School's (FCS) mission and vision statements clearly express the belief that all students are able to learn through the personalized learning, independent study school model. This mission is reflected within the school's community of students, supervising teachers, and parents. FCS's goal is to communicate continually and effectively within this triad of stakeholders, with strong support by the administration and business office to meet this educational goal.

FCS serves a diverse student population in Kindergarten through 12th grade by implementing the philosophy that all students can succeed academically and globally within the personalized learning model. FCS's Expected Schoolwide Learning Results focus on teaching students to think creatively and critically, empathize and embrace diversity, and persevere. Due to the nature of personalized learning, each student at FCS has an education plan that taps into his or her interests. With the support of the supervising teacher, the process builds an educational program based on the California state standards and Forest Charter School's ESLRs. In this way, Forest Charter School is able to meet the individual needs of all students, offering learning center classes, independent study classes, community vendors, online courses, and Academic Enrichment classes through Sierra Community College. All of these efforts and programs are aimed at the common goal of making FCS graduates college- and career-ready.

With effective, ongoing communication and support from the supervising teacher, students and parents are able to choose the correct curriculum and educational program that will best meet the needs of that individual student. Through this process, FCS is able to meet the needs of its students while remaining true to the vision of the school.

FCS serves Placer, Nevada, Sierra, and Yuba counties, and has established learning centers in Nevada City, Foresthill, Auburn, and Truckee. Learning centers provide an educational backdrop for ST's, students and parents to meet and collaborate on student progress, attend academic and enrichment classes, obtain college and career information, etc.

Forest Charter School is chartered under the Nevada County Superintendent of Schools (NCSOS). NCSOS and the Forest Charter School Board of Directors (Charter Council) and staff maintain and support the mission and Expected Schoolwide Learning Results in accordance with the California state standards.

Supporting Evidence

- LCAP
- Charter Document
- SARC
- Single Plan
- Website
- College & Career

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings

FCS has several effective processes that continually develop and refine schoolwide learner outcomes, such as:

- Monthly ST/Student/Parent meetings, in which communication and collaboration are the key components
- Monthly Charter Council meetings
- Annual Strategic Planning
- Monthly Faculty Council meetings (an advisory committee to the Executive Director)
- Monthly Staff Meetings
- Weekly Classified (office staff) meetings
- Parent and Staff Annual Surveys
- Team Building Days

In this way, FCS collaborates with the entire staff and community in the refinement of its Vision, Mission, and ESLRs throughout the year. The ESLRs are directly tied to FCS's LCAP and Schoolwide Action Plan.

The FCS Charter Council comprises student, community, and supervising teacher representatives, as well as non-voting school administration. Parents and the community can visit the FCS website as well to see school documents such as the LCAP, Single Plan, Charter Council agendas and minutes, etc.

Supporting Evidence

- LCAP
- Charter Council
- Strategic Planning
- Department Heads
- Faculty Council
- Staff Meetings
- Website

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings

Monthly Supervising Teacher meetings, as well as meetings held by each Cooperative, are the ongoing tools for students and parents to understand and participate in the school's vision to honor student individuality and personalized learning. Student progress is discussed and goals are revisited and/or revised to improve student accountability and assignments. Parent orientation meetings are held at the beginning of each school year. At these meetings, each family receives an information folder that contains the expectations discussed at monthly meetings, as well as materials and paperwork needed for the year.

Several information nights are held at all learning centers in the spring, to familiarize interested families with the concept of personalized learning. "Back to School Nights" are held at the Truckee and Foresthill learning centers to further communicate school processes and program options, both of which support FCS's mission. At the Nevada City learning center, this orientation function is handled at the first round of meetings between the STs, students, and parents. FCS prides itself in the ongoing communication process with all families.

Supporting Evidence

- Supervising Teacher meetings
- Parent Orientations
- Information Nights
- Back to School Nights
- Cooperative Parent meetings
- Newsletter

- Faculty Council
- WASC process
- Annual Survey

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide Action Plan and its relationship to the Local Control and Accountability Plan.

Online Programs: INACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iINACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings

Forest Charter School's governance is based on open and clear communication with all parents, students, and community members. The Charter Council operates under bylaws, the charter document, school policies, and the requirements of the Brown Act. Agendas are posted on the school website and at each learning center prior to all scheduled meetings. The Charter Council is composed of five parent representatives, two Supervising Teachers, a community member, and a non-voting high school student. The administrative team participates as nonvoting members for clarification on items for the Charter Council. Council members are voted in by the FCS stakeholders.

Job descriptions for administrators as well as board members have been developed and they are periodically reviewed to ensure they are up to date and emphasize supporting the school vision, mission, and academic goals.

If a member of the FCS school community has a complaint, it is handled and processed through the Uniform Complaint Procedure, which is reviewed and approved annually by the Charter Council. The policy is then posted or updated on the FCS website.

FCS annually reviews and revises the LCAP. The plan then goes to NCSOS for review and input, after which it goes to a public hearing before finally being approved by the FCS Charter Council.

Supporting Evidence

- Charter Council agendas and minutes
- Charter School Board of Trustees Job Description
- Charter Bylaws
- Brown Act
- FCS Policies and Procedures
- LCAP
- Uniform Complaint Procedure
- Website
- Annual Surveys

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings

Forest Charter School began checking out Chromebooks to all students in grades 6-12 with the goal to expand the availability of these computers to all students in grades 6-12 for the 2017-18 school year. FCS believes that equipping each student with a Chromebook will support the personalized philosophy of the school as well as allow students to receive feedback on assignments between classes and learning record meetings. Using Chromebooks also allows students to utilize technology in their daily school work. Before the students receive their computers, they are required to sign a Technology and Acceptable Use Agreement with their parents. Students are also given a school Gmail account, which is monitored by our tech support team. In middle school, students and parents are asked to view an Internet and social media video regarding safe use of each of these components. In high school, students are taught about social media and safe use of the Internet.

Supporting Evidence

- Technology and Acceptable Use Agreement
- Tech support team
- Middle school video – CyberStrong
- Internet Safety unit as part of Contemporary Skills/Health courses

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings

The Charter Council meets each month, starting in August and ending in June. In accordance with the Brown Act, the agendas are posted on our website and at each school learning center to allow staff, parents, and all stakeholders to stay informed of ongoing school decisions. During each meeting, the Council is updated on school reports such as LCAP, student/benchmark assessments, professional development opportunities, state testing, budget review, warrants, and new policies. The executive director provides a review for the Charter Council of all schoolwide events, activities, and student achievements. During monthly staff meetings, the director updates the staff on decisions from the Charter Council and/or upcoming items for Charter Council meetings.

At Charter Council meetings, members are able to learn a great deal about the role of the STs and the responsibilities that accompany all staff positions within the school. In addition, there are two ST representatives on Charter Council who have voting privileges. The Charter School Board of Trustees (Charter Council) Job Description is posted on the FCS website.

Supporting Evidence

- Charter Council agendas and minutes
- Charter School Board of Trustees Job Description
- Staff meeting agendas

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings

Forest Charter School maintains a website where, under governance, the monthly Charter Council agendas are posted and the minutes from past meetings are available for view.

FCS produces a newsletter that is sent to all families via email and announces vacancies and opportunities within the Charter Council for participation. At the end of the year, based upon the Parents and Student Survey, the Charter Council will hold an updated LCAP meeting for the public to view the information from LCAP and the proposed goals for the following year. Since the Charter Council is comprised primarily of parents from the school, this group also acts as the parent advisory group. However, Forest Charter makes every effort to get feedback from multiple stakeholder sources to ensure a broad perspective on a variety of issues.

Supporting Evidence

- Charter Council
- LCAP
- Action Plan
- Faculty Council
- Staff meetings
- Department Heads
- College & Career meetings
- Social Media (FCS Facebook page)

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

Findings

Forest Charter School has many checks and balances to review current practices in academic achievement, schoolwide fiscal sustainability, and college and career readiness. Through FCS's LCAP report, school benchmark assessments, the school profile, an annual independent audit,

and state testing, FCS reviews data to support student and school outcomes to make sure they are aligned with FCS's mission. Further, regular reports are made to the Charter Council regarding the LCAP, fiscal health, and student achievement, among others.

FCS has established effective groups to monitor student performance and to implement curriculum and/or intervention to support student learning. These groups include:

- Student Support Teams (SST)
- Intervention Specialists
- Faculty Council
- College and Career Center
- Department Heads

Current practices are reviewed to ensure alignment to FCS's LCAP and revisions are made based on student outcomes. This information is presented to the Charter Council each month for review and discussion.

For the fiscal health and sustainability of FCS, the business director conducts annual and interim budget projections, which are aligned with the LCAP. The school's budget is updated to reflect current cash flow, enrollment, expenditures, hiring needs, and best practices and is shared with the Charter Council each month. The business director attends NCSOS business meetings in addition to state, legal, and legislative workshops to provide current information on the State of California's budget to the Charter Council and staff.

Supporting Evidence

- Benchmarks
- CAASPP scores
- Faculty Council
- Department Heads
- College & Career Readiness Grant and profile
- Intervention process
- SST coordinators
- Let's Go Learn – assessment
- Lexia – assessment
- Cash Flow
- Adopted and Interim budget updates

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings

Forest Charter School is a small school that has fostered open communication for all stakeholders. In addition, FCS has adopted a comprehensive Uniform Complaint Policy and Procedure which is available in the Employee Handbook, on FCS's website, and in the policy binder. The Uniform Complaint Policy has also been discussed during monthly staff meetings and is reviewed each year. In addition, FCS has a suggestion box (both physical and online) available for the FCS community to utilize anonymously. Members may write out their concerns and place them in the box without having to discuss the matter personally. The executive director and administrative team regularly reviews suggestions and implements resolutions when appropriate.

The monthly ST/Parent/Student meetings allow students and parents to address any concerns/complaints they may have regarding their student's education or other issues with a trusted staff member, usually their ST. Any issues can then be addressed with the administration, Charter Council, or through the Uniform Complaint Policy.

Supporting Evidence

- Uniform Complaint Policy and Procedure
- Employee Handbook
- Website
- Suggestion box
- Communication via text, phone, email
- Administrative support

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic

planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership, and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings

Forest Charter School implements a planning process that has a variety of opportunities for stakeholder input that make it very broad-based and collaborative.

Interactive staff meetings are an integral part of planning and implementation of school effectiveness and continuous improvement. The atmosphere of staff meetings is collaborative and solution-oriented, with suggestions and ideas positively discussed, ensuring that all school members are heard and know that they are an important part of a valuable working team.

The school provides opportunities to foster a sense of collaboration and sense of community among all staff, such as the annual "Team Building" day at the beginning of each school year, an annual staff appreciation luncheon, and staff potlucks. In addition, the school provides a full-size, well-equipped teacher workroom to further communication in planning and as a place where teachers can continually share ideas, discuss needs and solutions, and provide mutual support as they work with students.

Breakout sessions at staff meetings allow teachers/staff to discuss and gather data concerning the needs and effectiveness of current practices, both for policies and student progress. The

groups then bring their findings back to the staff at large, including the administration. Charter Council and Faculty Council plan new policies and procedures and convey them to staff at meetings for feedback and suggestions to incorporate more specific needs. An open-door policy encourages staff and administration to discuss any need as it arises, and an anonymous suggestion box is available both online and at the main office.

Teachers are supported individually and collectively, and funds allocated for professional development are implemented in many areas. STs attend professional development trainings and bring back ideas, curriculum, and methodology to share during staff meeting presentations and department groups.

Schoolwide strategic plans are updated to support specific student groups, including the use of LCAP funding primarily directed to support FCS's low-income, ESL, and foster students. FCS has implemented a collaborative SST (Student Study Team/Student Success Team) process to provide timely intervention for struggling students. This SST process utilizes assessments to identify student needs, including, but not limited to, using alternative teaching methods, changing curriculum, providing outside tutoring and peer tutoring, having weekly check-ins, and working with the special education staff for additional suggestions. FCS's High School Review Board (a solution-oriented meeting with teacher, student, parents, and an administrator) is an institutional support for student achievement by providing immediate intervention for any student at any time.

Another valuable stakeholder is the FCS parent population. FCS regularly solicits information from parents to better serve student needs. Parent input is received through learning record meetings, communication with Supervising Teachers and block class teachers, the annual parent survey, and parent input at the Charter Council level. Parent input helps to identify schoolwide goals.

Since college and career readiness is at the forefront of personalized education, data of student success and post-graduation plans is collected and monitored. FCS, through the college and career advisors, collects future plan questionnaires and college acceptances from students upon graduation, analyzing the data for schoolwide planning. From this information, more support has been developed, including Sierra College counselor visitation days, FAFSA meetings, college visits, and a 12th-grade contemporary skills course to prepare students for post-graduation life skills.

To foster student success in coursework, various factors such as CAASSP scores, benchmark assessments, and achievement in independent study and block classes are analyzed and addressed collaboratively both at the administrative level, individually with STs, and at staff meetings. This information is used to create strategies and plan for student success with STs, department heads, and administration, adjusting curriculum, methodology, and policies and procedures as needed on a yearly basis.

Supporting Evidence

- Charter Council
- Faculty Council
- Interactive Staff meetings
- Breakout sessions
- Parent input and communication
- Professional Development
- Department Heads
- SST meetings
- High School Review Board
- LCAP
- FCS Foundation

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings

Forest Charter School's personalized learning program, based on academic standards, is designed to tailor learning and student achievement toward personalized future college and career goals. A generous instructional budget with additional support for low-income, English learners, and foster youth students allows for curriculum, tutoring support, and enrichment activities (including art, music, and physical education). For special circumstances, the Budget Review Board is in place to allocate additional funds to support students with more specific educational needs.

Funds are allocated for conferences and professional development opportunities, information from which is often shared with teachers in presentations at staff meetings. The administration regularly brings in outside trainers to present at staff meetings, including our Nevada County, California, standards expert, a Google representative, and other specialists. Department heads post lesson plans aligned with standards on LiveBinder on the website for STs and students to access, as well as giving in-service presentations to STs to support student success with curriculum. Special interest block classes at learning centers and around the community offer students opportunities to pursue interests that fit their current development or their future careers. High school electives are chosen with college and career in mind.

Continual evaluation of student progress by STs drives individualized changes in pacing, methodology, or curriculum needed to ensure student success. These results are reflected in the school's Single Plan and LCAP annual updates. At each learning record meeting, STs gauge progress and personalize new assignments to correlate with student achievement and goals since the last meeting. If a student is not grasping concepts, the assignments, pacing, and methodology may be adjusted to facilitate mastery.

Academic progress is constantly monitored through the use of the Pathways Online Portal and Student Information System (SIS), a program that the administration, STs, students, and parents can log into anytime to view assignments and due dates, as well as grades on homework and tests. This allows for immediate interventions and assessments as soon as a student begins to fall behind. Pathways Online Portal and SIS standardizes and tracks graduation requirements and other information used by the staff.

Individual assessments such as Let's Go Learn are used to track progress or identify gaps in learning. Forest Charter's personalized program allows for flexibility in the learning path in order to intervene and fill in any gaps by adding assignments with concepts that may have been missed in years past. Intervention is also supported by SST meetings, the High School Review Board process, tutoring, LCAP funds, and the special education department. Along with individual check-ins, schoolwide benchmark assessments are given and recorded in Pathways at least three times per year, along with CAASPP results for the administration to track.

Career readiness is addressed throughout the personalized learning program. A high school graduation planning tool is on the website and is discussed with students at learning record meetings, so students understand their goals and future options. Surveys of graduates about their postgraduate plans and college acceptance rates create valuable data for improving plans. Contemporary Skills is a required course to empower students for adult life with financial information and other real life scenarios. Career Advisory is a required course to educate and prepare students by enabling them to explore careers that fit their interests and learn about the future education needed to achieve those careers. College Advisory courses are also offered to support the application and acceptance processes starting in the 11th grade year.

The school received a College and Career Readiness Grant and has an approved spending plan available on the website. The plan focuses on test preparation and support for college entrance applications such as SAT, PSAT, ACT, and outreach opportunities with families/students/colleges.

Supporting Evidence

- Personalized learning
- Learning Record meetings
- SST meetings
- Special Education
- High School Review Board

- College and Career Readiness Grant
- AP and Honors courses
- LCAP
- Professional Development
- Department Heads
- LiveBinder
- School Pathways, Online Portal, and Google Docs

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings

Forest Charter School and all staff members are highly committed to teamwork as a school philosophy. Solution-oriented discussions, interactive staff meetings, and team-building activities ensure that all voices and expressed needs are heard and considered in decision making. Decisions made by Charter Council and Faculty Council are brought to staff meetings for input and adjustment as needed.

Staff meeting breakout groups involving the whole staff are responsible for creating suggestions for decisions in various areas such as methodology, technology, materials, assessments, and resources. In these ways, members know that they are an integral part of a well-run and effective team.

FCS staff use Google Docs, which is a streamlined method of communication, collaboration, and implementation in decision making. The administration meets to make collaborative decisions and the office staff holds meetings to share projects and to participate in decisions affecting their department. Department heads, the College and Career team, and the academic dean work together to decide whether curriculum meets the standards and course descriptions meet a-g requirements.

Each year, STs and administrators reflect and review their professional goals, and create new goals for the coming year that they discuss with the executive director during their annual evaluation. Mid-year check-ins in December with the executive director offer support for these goals and an opportunity to self-evaluate.

The constant presence and open doors of the administration and teacher room foster a sense that all team members have a voice as well as a place of importance and value.

Supporting Evidence

- Team philosophy
- Team-building activities
- Interactive staff meetings
- Breakout groups
- Google Docs
- Administration, office, and department head meetings
- Yearly goals and self-reflection
- Mid-year check-in with the director

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings

Forest Charter School's internal communication process crosses all boundaries, making for smooth planning and transitioning of information and needs. Team-building days at the beginning of each year and a commitment by all staff to function as a team creates an atmosphere of friendship, understanding, and communication. This atmosphere fosters prompt resolution of differences and facilitates teamwork and sharing of ideas and solutions. Forest Charter School was founded upon and is dedicated to a philosophy of "solution-oriented" teamwork, and staff members are committed to functioning this way as much as possible.

Small staff size and the administration's open-door policy allow staff members to communicate concerns or differences quickly and to find solutions. An anonymous suggestion box and a yearly survey-based rating of the executive director further ensure that all voices are heard and valued as well as provide useful feedback to the administration.

Planning occurs at Charter Council, administration, Faculty Council, office, and staff meetings with decisions based on input from all stakeholders. Interactive and collaborative office staff meetings create a sense of unity and teamwork within the office, as well as ensuring personal communication of issues, needs, and decisions. Interactive, open staff meetings strengthen the internal communication by allowing decisions and plans to be discussed with all staff members, whose requests and opinions are valued. Small group staff meeting breakout

sessions further communication and dialogue concerning planning decisions also work to strengthen our internal communication.

The Forest Charter School website is another central location for communication. Newsletters, event flyers, LiveBinder lesson plans, assessments, Charter Council agendas, school documents, and policy changes are all posted and updated on the Forest Charter School website. A staff log-in is in place for secure documents and answer keys.

Professional development highlights are shared in staff meetings by members who have attended events. Methodology and curriculum changes, ideas, and inspiration are regularly shared at staff meetings by the administration, department heads, and teachers.

Communication systems in place include all staff using forestcharter.com Gmail addresses, with instant Gmail messaging available. Interactive Google Docs are also uniform tools used consistently for office and ST communication. Parent communication is provided through extensive and consistent availability of STs to their families (monthly meetings), newsletters, website updates, ParentSquare, and School Messenger, which is a telephone, texting, and email all-school call system for specific announcements such as snow days or special events. Communication of student records is centralized and organized with the use of Pathways PLS system.

Supporting Evidence

- Interactive Staff meetings
- Team-building
- Suggestion box and survey
- Breakout sessions
- Website
- LiveBinder
- Online Pathways Portal
- Gmail addresses and messaging
- Google Docs
- School Messenger
- ParentSquare
- Newsletters
- Pathways
- Faculty Council
- Charter Council

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional

development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback, and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings

Forest Charter School maintains a staff of “highly qualified” educators. All staff members, from credentialed teachers to office staff, are hired from a competitive pool of applicants in a collaborative process. Prior to hire, references listed by the applicant are contacted, with weight given to their experiences. Each new hire must be fingerprinted and cleared by the DOJ prior to employment. All faculty are fully credentialed in the state of California, and several have additional graduate degrees or certification in subjects relevant to their teaching.

Once hired, faculty undergo regular and significant professional development. All newly credentialed teachers go through a county program, BTSA, which offers two years of close mentorship with a master teacher, as well as trainings and monthly meetings. Many of Forest Charter’s faculty take advantage of resources provided by the County Office of Education for credentialing issues, as well as trainings, workshops, and other forms of professional development (trainings on teaching math, writing, skill-building, developing science curriculum etc.). Comprehensive curriculum often created by a department head is also made readily available on an online platform so that it is easy for teachers to supply and work with up-to-date, engaging, and relevant content.

In addition to the resources provided by the county, Forest Charter takes the issue of professional development very seriously and contributes significant financial resources each year to the ongoing training of its teaching staff, in particular. All staff are certified in CPR and first aid and receive annual trainings in bloodborne pathogens. Every teacher participates in some form of professional development through a variety of opportunities. For example, during monthly staff meetings trainings are offered on any new standards required under the California State Standards (writing, reading, mathematics) project-based learning, special

education issues, career and college planning, etc. Most teachers also participate annually in some form of off-site professional development, attending trainings, conferences, and seminars in relevant subjects across the state of California.

Supporting Evidence

- Interview process
- Credential monitoring
- DOJ
- Mentoring
- Reference checks
- Professional development
- Department heads
- County Office of Education
- CPR and first aid training
- LiveBinder curriculum
- Staff meeting agenda

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings

Forest Charter School employs staff that will engage in projects that reflect their skill and passion for education. All teaching faculty are provided with support upon hire at Forest Charter. All beginning teachers are required to complete the county BTSA program (Beginning Teacher Support and Assessment) which guides new teachers in best practices and valuable reflection of skills and lessons. They are also trained in the technology needed to support personalized learning; specifically, in using Google Docs and Pathways. Most significantly, new faculty are assigned a faculty mentor for at least two years from within Forest Charter's staff, an "expert" in personalized learning who acts as a resource, guide, and support to ensure that the teacher has what she or he needs to offer excellent instruction to all students.

Department Heads are in place in each academic area to develop curriculum and provide guidance to other ST's who may need support. Many STs teach block classes (classes offered once or twice a week at learning centers) in their respective subject areas of expertise and interest. Cooperatives provide an educational option for students and families to participate in

a school-within-the-school and offer students a blended program of classroom time and homeschool/independent study. This unique educational model offers families flexibility balanced with a small learning environment while fostering a sense of community.

Supporting Evidence

- Highly qualified staff
- Online county webinars
- Mentors – 2-year process
- Google Doc training
- Pathways support
- Department Heads
- BTSA Training
- Co-ops
- LiveBinder

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings

Each year, all staff are provided with the Employee Handbook, which delineates all staff policies and procedures. It is written in an accessible form, and includes an “acknowledgement form” that all staff must sign each year testifying that they have read and understand the Handbook.

Other written information provided each year includes a salary schedule (with step schedule), an At-will Employment Agreement (no tenured staff at Forest Charter), and job description. A professional review is provided with each faculty member’s end-of-year check-out with the school and/or business director.

Schoolwide program and policy decisions are made in a collaborative manner. These decisions are reviewed first by staff stakeholder teams, including department heads, Faculty Council, the College & Career staff, and when appropriate Charter Council. Final program and policy decisions are clearly reviewed and explained during schoolwide staff meetings.

FCS has developed a high school course catalog that lists all courses available to students. In addition, this catalog provides policy information related to high school course completion and pacing. The catalog also contains policies related to student progress and achievement. The course catalog is updated annually and each ST receives an updated copy.

In addition, FCS's legal counsel has historically provided trainings for the staff on highly important topics, such as how to recognize and report instances of sexual harassment or child abuse. All staff members regularly complete an online training on their responsibilities as CPS mandated reporters.

Each semester, FCS staff complete fire, earthquake, and lockdown drills, practicing the procedures put in place for any emergency situation.

Supporting Evidence

- Employee Handbook/Acknowledgement Form
- School policies
- Legal trainings
- Fire drills, lockdown drills
- CPS Mandated Reporting
- Salary schedule, step schedule
- Job descriptions
- Employment Agreement
- Not tenured staff
- Collaborative decision making: department heads, Faculty Council, College & Career, administration meetings, weekly office meetings
- FCS Course Catalog

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time, and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.*

Findings

Faculty participate in ongoing professional development, including required trainings as well as optional conferences and workshops. Professional development topics range from how to deliver new subject content, updated state mandates, as well as the latest emergency procedures. Professional development training has been an ongoing emphasis at FCS with the

administration supporting staff to pick individual professional areas of interest. Over the last several years, as the state budget for education has improved, staff have been able to participate in more professional development opportunities to increase academic achievement. Staff return to campus and present ideas, information, and techniques, which are then employed in classes and with individual students as appropriate.

The evidence that the professional development offered through Forest Charter School is effective in bolstering student success is visible in FCS's high school graduation rate, the number of students being admitted to college after completing a Forest Charter diploma, the ability to retain students, and by FCS's twice-annual benchmark assessments.

Staff regularly report anecdotal evidence that student achievement is improving based on the quantity and quality of the information shared from professional development opportunities. FCS has received parent-stakeholder feedback that teacher training is a highly valued aspect of FCS's program.

Supporting Evidence

- Benchmark Assessments
- Curriculum choices
- Implement technology
- Staff choice in professional development
- Graduation rate
- College acceptances
- Learning record meetings
- Implementation of information shared at staff meetings and by department heads

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings

Forest Charter School uses UC a-g approved online providers for students who choose to complete part of their coursework online.

Supporting Evidence

- BYU online high school program
- UC Scout
- FuelEd
- Apex

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings

The administration strives to keep in continual contact with faculty and staff, and to provide excellent supervision and consistent evaluation. For credentialed employees, the executive director conducts two check-ins each year, one mid-year and one at the end of the year. For classified employees, the business director provides three check-ins each year, one each semester and one at the end of the year, in addition to weekly office meetings. For both classified and credentialed staff, the annual evaluation between the employee and the administrator (school director or business director) is an opportunity to review the year, to assess one's own performance as well as progress on goals, to set goals for the next year, and to communicate any needed feedback or guidance. The effectiveness of this evaluation process is reflected in the continued health and growth of the school community and the low turnover rate among faculty and staff.

Supporting Evidence

- Mid-year check-ins (Credentialed and Classified)
- Goal setting
- Annual evaluations

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings

While Forest Charter School is not an online school, we do use online companies to augment class offerings as part of a student's independent study program. Therefore, Forest Charter does not employ the online instructional staff and is not in charge of their professional development or other training. We do prioritize using online providers who employ teachers who are California-credentialed and highly qualified in their respective areas.

In order to support our Forest Charter School Supervising Teachers who have students in online classes, we provide training and reference documents with hints, contact information, and procedures to monitor student progress. Supervising Teachers serve as troubleshooters and facilitators to ensure that students can navigate online platforms and access all aspects of their online courses.

Supporting Evidence

- Staff meeting trainings
- “Tips for Success in Online Coursework” document
- Mentors for new Supervising Teachers
- Technology coordinator

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: INACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [INACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings

Forest Charter School’s approach to decision making is founded in collaboration. Stakeholders are regularly consulted regarding decisions that impact resource allocations through Faculty Council, Charter Council, staff meetings, budget requests, staff check-in meetings, and administrative meetings. For example, when Forest Charter decided to implement an intervention program, this decision went through a number of steps to ensure buy-in and that the extensive resources being allocated were supporting a significant need. We feel that this investment has had a positive impact on student learning as demonstrated by our increased CAASPP scores.

Supporting Evidence

- Faculty Council meetings
- Charter Council meetings
- Budget review process
- New intervention coordinator
- Administrative team meetings
- One-on-one staff and faculty check-in meetings with the director
- SB 740
- LCAP
- Parent, faculty, and staff surveys
- CAASPP
- Benchmark test results

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings

Forest Charter School has an array of checks and balances to ensure fiscal transparency. As part of the county's oversight, they provide assumptions that enable us to develop an annual budget, and review our business practices including budget and spending. FCS is adequately staffed to implement the fiscal procedures and we conduct an annual independent audit of all fiscal documents in accordance with our MOU with the county Office of Education. Budgets are reviewed and approved by the Charter Council as well as any expensive purchases.

Supporting Evidence

- Fiscal Policy and Procedures
- Nevada County Superintendent of Schools Business Services MOU
- Annual independent audit
- Purchasing process/oversight
- Charter Council resolutions/warrants
- Curriculum inventory software (FileMaker Pro)

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings

Forest Charter School is a non-classroom-based school. However, because our program is based in a personalized learning philosophy, we provide options to support our students' learning. Over the years, Forest Charter has improved our facilities to meet our programmatic needs, including new and expanded learning centers, room for teacher meetings, special education, improved science facilities, and outdoor space. In general, stakeholder feedback indicates a high level of satisfaction with the quality, safety, and cleanliness of all FCS facilities.

Supporting Evidence

- Safety Plan
- Four FCS learning centers
- Facilities coordinator

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings

Due to the nature of our personalized learning program, FCS is continually updating resources as families and STs place orders for individual students. In addition, we have established a rotation to replace and update textbooks for our learning center classes and cooperatives as well as a rotation for technology, including Chromebooks and staff computers. FCS employs a full-time technology coordinator to support staff students' and families' technology needs. The school also reviews and updates any online educational vendors, software, and online providers to ensure they meet our needs. FCS also employs a full-time resource coordinator to oversee our inventory, including textbooks, support materials, and consumables.

Supporting Evidence

- Curriculum rotation
- Technology rotation
- Computer lab
- Tech coordinator
- Resource coordinator

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings

FCS offers a competitive salary schedule and benefit program to attract new teachers. FCS provides ongoing professional development for all staff. In addition to the required state mandated trainings, we facilitate two staff development days each year, as well as shorter trainings during regular staff meetings on topics such as safety, curriculum, technology, and college and career readiness. Further, staff are encouraged to submit requests for outside professional development opportunities. FCS also provides all new teachers with a mentor for two years to support their transition to our school.

Supporting Evidence

- Salary schedule
- Mentoring program
- Professional development
- Staff meetings

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings
The FCS annual budget is developed in conjunction with the LCAP to support the goals and objectives of this document, and the county, as part of its oversight, ensures this alignment to the LCAP. Any changes to the resources used to support the LCAP are discussed in open session at a Charter Council meeting and as part of our interim budget process.
Supporting Evidence
<ul style="list-style-type: none"> • Charter Council agenda and minutes • LCAP • Annual and interim budgets • County review of annual budget

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings
A special Strategic Planning session provides the Charter Council an opportunity to review, update, and ensure that the school's fiscal resources align with the WASC Action Plan and the FCS Local Control and Accountability Plan. In addition, the Charter Council may discuss the development and long-term fiscal viability of schoolwide growth, new program offerings and/or cooperatives, curriculum rotation, technology needs, etc. in relation to the school's core values and current ESLRS.

Supporting Evidence

- LCAP
- LCFF
- WASC Action Plan
- Single Plan
- Curriculum rotation schedule
- Charter Council Strategic Plan agenda
- Staff meeting agenda(s)
- Faculty Council
- Multi-year budget projections

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings

Forest Charter School is a dependent charter school receiving funding through Chicago Park School District in accordance with current law, and sponsored by the Nevada County Superintendent of Schools. Forest Charter School has a comprehensive Fiscal Control Policy, adopted by Charter Council, to ensure the most effective use of funds available to support the mission of the school and to ensure that funds are budgeted, accounted for, expended, and maintained appropriately. The Fiscal Control Policy defines FCS's internal controls and contract approval process and reflects compliance with generally accepted accounting principles (GAAP).

A qualified auditor, who employs generally accepted accounting practices applicable to the school, will perform an annual financial audit of Forest Charter School. The Nevada County Superintendent of Schools (NCSOS), FCS's sponsoring entity, will oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs in addition to a review of the school's internal controls. To date, FCS has not experienced any audit exceptions or deficiencies. Should one occur in the future, the school's administrative team will review and report to the Charter Council with recommendations. The Charter Council will submit a report to NCSOS describing how the exceptions have been or will be resolved.

Supporting Evidence

- Annual audit
- GRASP review by attorneys
- Fiscal Control Policy and Procedures
- NCSoS oversight
- Budget review process
- Instructional budget guidelines
- Attorney workshops/trainings
- End-of-year closing of books

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings

Implementation of Forest Charter School's Fiscal Control Policy and Procedures ensures an effective process and protections by creating widespread checks and balances between the executive director, business director, Nevada County Superintendent of Schools, and other FCS staff. As per the Fiscal Control Policy:

- 1) The executive director and/or business director approve and sign all school contracts. Long-term lease agreements/contracts are reviewed by an attorney prior to approval. All checks written from the school's revolving accounts must be approved and signed by two school administrators as per a Charter Council-approved resolution. All requests for the release of institutional funds must be supported by appropriate backup, such as purchase order requisitions, prior approval request, invoice, etc. and must be approved for budget availability by business director. Warrants are reviewed by the Charter Council monthly.
- 2) Payroll information, such as Employment Agreements, timesheets, etc. are processed at the school level with approval by the executive director and/or business director. The monitoring and processing of all payroll information is provided by Nevada County Superintendent of Schools (NCSOS) as outlined in the Business Services MOU between Forest Charter School and NCSOS.

- 3) Bank reconciliations and deposits/withdrawals of all school financial accounts are reviewed and approved by the business director and submitted to NCSOS for final review and processing as part of the school's Business Service MOU.
- 4) All charges to the school credit card must receive prior approval from the executive director or business director. Each charge to the credit card must be supported by an original receipt of the expenditure and a concise description of the cost or activity and its school-related purpose. The receipt must contain detail of the item(s) purchased. Credit card statements are reconciled by the administrative business assistant, reviewed and approved by both the executive director and business director each month, and processed by NCSOS.

Forest Charter School receives business services through the Nevada County Superintendent of Schools as outlined in the current MOU and provides guidance and oversight on the following:

- Annual audit
- Financial reporting
- Fiscal planning
- Accounting, including AP/AR
- Payroll
- Personnel

Supporting Evidence

- Fiscal Control Policy
- Business Services MOU
- Charter Council Resolutions
- NCSOS Oversight
- Warrants to Charter Council
- Adequate office staff
- Google docs
- Material Inventory
- Annual Audit

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings

The school's operating budget is developed at the site level with input from administration, Charter Council, NCSOS, Faculty Council, and staff, as appropriate. The annual budget is directly aligned with the school's Local Control and Accountability Plan, reflecting expenditures which support the ESLRs and LCAP goals. In addition, the budget tracks the school's supplemental funding, which is principally directed towards the school's unduplicated student population.

For transparency purposes, the budget is approved in open session at the Forest Charter School Charter Council and monitored at the site level with fiscal oversight provided by the school's sponsoring county. Each Adopted and Interim Budget includes a detailed narrative, budget summary, multi-year projection, and cash flow update. Forest Charter School maintains a standing agenda item for all Charter Council Meetings to discuss updated cash flow, current warrants, and any new budget proposals or challenges. Budget proposals and/or new funding opportunities are also discussed at monthly staff meetings when applicable.

The FCS executive director and business director meet at least monthly to review any budget changes and to brainstorm solutions. Monthly staff meetings include time to discuss any budget concerns or impact on planned purchases, trainings, or activities. The Charter Council approves all Annual, and 1st and 2nd Interim Budgets.

Additionally, FCS is required to comply with California Senate Bill 740 (SB 740), which was passed in October 2001 to strengthen the oversight of non-classroom based schools and implement funding cutbacks for schools that failed to meet spending standards. Since the bill was passed, non-classroom-based schools have increased both instructional spending and spending on certificated staff salaries as a proportion of revenues. In order to receive 100% funding, a non-classroom-based school must meet the following criteria:

- 1) At least 80 percent of total revenue must be spent on instruction and related expenses, which includes certificated staff salaries and benefits
- 2) At least 40 percent of the above-mentioned revenue must be spent on certificated staff salaries and benefits
- 3) The overall pupil-teacher ratio must be 25:1 or lower

In October 2016, FCS submitted its SB740 Funding Determination and received 4 years at 100% funding based on 51.4% of the school's total revenue spent on credentialed teachers and 87.7% spent on instruction.

Forest Charter School's Charter Council comprises of parents, teachers, one high school student (non-voting), and one community member, and is open to all stakeholders. Non-voting members of the administration are also present at the monthly Charter Council meeting. Faculty Council, a leadership advisory committee made up of teachers and administration, meets on a monthly basis to consider and discuss needs which may go on to the Charter Council for further discussion and/or action.

Supporting Evidence

- Annual parent/staff survey
- Charter Council agenda and minutes
- Detailed budget narrative, budget summary, cash flow, multi-year projections
- Adopted, 1st Interim, 2nd Interim
- SB740 Funding Determination
- Local Control and Accountability Plan
- Local Control Funding Formula
- Staff meeting agendas
- Faculty Council
- Website
- Monthly business manager meetings with NCSOS
- NCSOS oversight

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings

The school conducts periodic wage comparisons to both local schools and similar, non-classroom-based programs in an effort to continually offer competitive prevailing wages and benefit options for faculty, administrators, and staff, resulting in minimal staff turnover. FCS supports employees with a robust package of benefits, including health coverage, HSA contributions, CalSTRS contributions, 403(b) options, vision and dental benefit options, and life insurance. In support of the school's personalized learning philosophy, Supervising Teachers maintain a conservative teacher-to-student ratio. In addition, the school employs an appropriate number of classified staff to support the Supervising Teachers and to maintain excellent internal control procedures.

Forest Charter School maintains the minimum county- recommended fund balance reserve of five percent of total budgeted expenditures, as outlined in the MOU between NCSOS and FCS. To ensure the continued viability of the school's future and growth, FCS strives to maintain an additional three percent reserve to support financial stability. As a reflection of conservative spending and the one-time infusion of federal funds, Forest Charter School has been able to

significantly increase the undesignated reserves demonstrating the fiscal health of the school. In addition, FCS maintains an approximate 2% special education reserve.

Supporting Evidence

- FCS salary schedules(s)
- Charter Council agendas and minutes
- Employee Handbook
- Health coverage and additional benefits
- Policy binder
- Multi-year projections
- Cash Flow
- Faculty Council
- Employee Stipends
- At-Will Employment Agreements

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings

Forest Charter School maintains a strong presence and solid reputation in the communities it serves, evidenced by steady enrollment numbers, student waitlists, and word-of-mouth referrals. FCS is consistently voted first- or second-place for Charter Schools in the annually published local Parents' Resource Guide, in which we advertise. Other advertising and promotional resources include Nevada County Gold, newspaper inserts, on-screen movie theater ads, the FCS newsletter and website, FCS learning center Facebook pages, parent information nights, college/career nights, FCS Foundation's annual giving event, presentations at local schools, banners, and sweatshirts.

FCS Charter Council saw the need to increase enrollment at the Truckee Learning Center and responded by initiating an advertising campaign. FCS is currently, or will soon be, advertising via several local media: radio, on-screen cinema, a widely distributed monthly magazine, and at the local pool and in the activity guide of the Recreation and Park District.

Funding for all advertising and marketing comes from the FCS budget and the FCS Education Foundation.

Supporting Evidence

- Parent Resource Guide
- Nevada County Gold Magazine
- Moonshine Inc.
- Cinema advertising
- Radio spots
- Truckee Recreation Center
- Nevada County Fairgrounds
- Newspaper inserts
- FCS student planners
- College and Career Nights
- Presentation at local middle schools
- Student sweatshirts
- Bumper stickers
- Chromebook covers
- Facebook
- FCS Yearbook

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings

In collaboration with the executive director, business director, staff, and Charter Council, Forest Charter School develops a budget which reflects and supports the goals of the school's LCAP. Forest Charter School meets with the County Office (NCSOS) to review the developed budget for accuracy and accountability. Once reviewed, the budget is then presented at the monthly Charter Council meeting for approval. This meeting is open to the public and meets the requirements of the Brown Act. The Charter Council approves all Adopted, and 1st and 2nd Interim budgets prior to formal submission to the Nevada County Superintendent of Schools.

As a non-classroom-based program, FCS is required to submit a SB740 Funding Determination to the California Advisory Commission on Charter Schools for review and approval. The SB740 process has successfully prompted non-classroom-based schools to increase their attention to resource allocation and provide complete fiscal transparency. FCS also utilizes the quarterly newsletter, website, and Facebook pages as communication tools to families and the public.

Supporting Evidence

- SB740 Regulations and Funding Application
- Posted Charter Council agendas and minutes
- County Oversight Review
- Budget narrative
- Staff meetings
- FCS website
- FCS Facebook pages
- California Charter School Association
- Charter School Development Center
- APLUS+ (The Association of Personalized Learning Schools & Services)
- FCS newsletter



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The governance, leadership, and fiscal stability is the solid foundation of Forest Charter School, built on a school vision and mission that has continued to be collaborative and inclusive over the last 15 years. Through a team of dedicated staff, students, and parents, FCS is dedicated to supporting each student's individuality using a wide range of academic and enrichment opportunities. The school budget is fiscally sound and continues to support staff and students in a solution-oriented process. In addition, the staff continues to feel supported by the Charter Council and leadership team through fiscal supports such as professional development, employee benefits, competitive salaries, etc.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- The Charter Council supports and encourages innovative and alternative approaches to education to support the school vision of personalized learning
- To support and enhance student learning and the use of current technology, FCS integrated Chromebooks for student use in grades 9-12
- FCS implements a planning process for school improvement that has a variety of opportunities for stakeholder input that make it very broad-based and collaborative
- The FCS Fiscal Policy and Procedure process clearly defines checks and balances
- The FCS school budget is transparent and sustainable
- FCS provides ongoing professional development opportunities to improve and inspire our highly qualified staff

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Have each staff member attend one Charter Council meeting a year so they can better understand the governance process

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings

Forest Charter School is a unique, personalized learning school committed to nurturing the love of learning in all students. By tailoring a uniquely personalized education to all students, Forest Charter School is able to deliver a standards-based individualized learning program for each student through a blend of classroom, online, and home-study courses. Each student is assigned a Supervising Teacher (ST), who helps the student plan and maintain a rigorous standards-based curriculum toward graduation.

Forest Charter School is dedicated to providing STs professional development opportunities related to each curricular area. STs attend trainings and report back to the Forest Charter staff at large through staff development meetings and trainings as well as email and family training videos. In addition, Forest Charter School has maintained department head positions in each subject area, grades K-12, to provide training and support to STs and families. Department heads, in conjunction with a team of Forest Charter subject area experts, are responsible for updating the existing Forest Charter School independent study curriculum as well as vetting vendors and curriculum from outside sources to maintain alignment with the state standards.

Forest Charter School STs regularly recommend that students utilize online classes and participate in field trips and field studies to enhance each student's learning plan. These

opportunities are a great way for students to be introduced to new methods of teaching that they will be exposed to once they leave Forest Charter School's program upon graduation.

One area of growth identified by the FCS administration and faculty was the need for intervention specialists. These support positions help STs in identifying students who have gaps in their education, but may or may not qualify for special education services, by recommending curriculum materials, assessment opportunities, and by providing study skills training.

Supporting Evidence

- Staff meetings include sessions designed to revise curriculum, share teaching ideas, and generate ways FCS can support families and students in personalizing student learning.
- Staff development trainings on curriculum options, teaching, state standards, online curriculum options, national educational trends, classroom management, college preparation, and learning styles.
- Department heads research curriculum, revise curriculum, create independent study courses, seek "a-g" approval for courses, and share pertinent information with staff.
- Academic enrichment courses are available through our local community colleges.
- Community college information sessions are publicized in the FCS newsletter and online.
- Staff members attend conferences with local and state colleges to coordinate high school education plans with college preparation.
- The resource library houses books and materials for checkout and regularly updates its materials.
- Intervention specialist personnel.
- Independent study LiveBinder curriculum for English, math, social studies, science, and other courses.
- Field trips and field studies enhance standards-based learning.
- Online learning opportunities such as Aventa, FuelEd, BYU, and UC Scout.
- Attending conferences such as APLUS+ Conference, CCSA, UC and CSU counselor conferences, National Science Teachers Association Conference.
- Nevada County Office of Education trainings.
- Teachers collaborate across curriculum areas, including within the Co-ops.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet*



the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Findings

Forest Charter School is committed to helping every student become a critical thinker and engaged learner. Through each student’s personalized learning plan, the student, parent, and ST work together to create an academic course of study that will enable the student to achieve his or her postsecondary goals. Each learning plan includes meeting the Common Core State Standards in core content subject areas and blending that with the student’s learning style and interests. These courses meet California state graduation requirements as well as college and career goals.

Forest Charter School has placed time and staff development resources into learning about and then implementing college- and career-readiness opportunities for its students. While core subject area courses meet the UC’s “a-g” requirements, as evidenced by Forest Charter School’s UC “a-g” course list, other college and career opportunities are available for students who choose not to attend the UC/CSU. These include the local community college or Career Technical Education (CTE) opportunities through Forest Charter’s involvement with a local program, CTE Works.

Forest Charter School recognizes that not all students learn in the same way. As a result, a menu of curricular options are available to each student. Students may opt to take classes online, through onsite learning center classes, in a Forest Charter Co-Op, independently, or through a community vendor. The blending of these options is what makes the school unique and what attracts students to Forest Charter School. No matter how a student takes his or her classes, Forest Charter School is committed to making sure that the educational provider meets the class’s UC “a-g” requirements.

Each year, Forest Charter School offers a select number of AP courses. Until the 2016-2017 school year, FCS only offered one AP course in each of the four core content areas. The College Center annually renews these FCS-created AP courses through the College Board’s AP program and also renews them through UC’s “a-g” Course Management Portal. During the 2016-2017 school year, FCS began to allow students to take any course offered through UC Scout as an AP course by pulling that course onto the FCS “a-g” list. Additionally, FCS will order and proctor any AP exam an FCS student wishes to take. Many students opt to take a class for honors credit and study additionally to prepare themselves for the AP exam.

Over the past six years Forest Charter School has spent time revisiting and revising its independent study courses. Each department head spent a year, with a team of teachers in that same subject area, revising the curriculum of its “a-g” courses. In addition, the department heads wrote, submitted, and received approval for many more “a-g” courses, including online vendor classes, so that Forest Charter students have curricular flexibility and options in the types and levels of classes available to them.

Forest Charter School students are encouraged to participate in onsite learning center classes for all science coursework in order to meet “a-g” wet lab requirements. However, not all students are able to take a learning center science course due to a class conflict or because they choose to take their courses through independent study. To solve this issue, students may take a course online by a provider that has been certified as having met “a-g” wet lab requirements. Forest Charter School also added an additional wet lab on a day that does not conflict with other classes. These wet labs stand alone but meet the requirements of any lab science course. Forest Charter School worked diligently over the past six years to redesign and remodel an existing classroom space into a science lab with all of the necessary science equipment and stations for students to perform lab experiments.

Additionally, FCS expanded its study hall and open lab/tutoring program. Study halls are available during almost all hours of the learning center schedule as well as during the Co-op schedule. Study halls are staffed by STs so that students always have a teacher resource available to help them. FCS also includes math and writing labs during its learning center schedule. The labs are run by a credentialed English or math teachers and allow students to receive targeted tutoring in these subject areas.

Supporting Evidence

- FCS course catalog
- Revision of LiveBinder curriculum
- FCS’s UC “a-g” list on the UC website
- CTE courses available through Placer County Office of Education’s CTE Works program
- College preparatory courses available in the block classes and Co-ops
- Sierra College Academic Enrichment courses
- Science room was extensively upgraded
- Grade level/subject-specific state standards outlined in Pathways
- Block class teachers’ syllabi
- FCS’s College Board AP list
- Study halls and Math and writing labs

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings

Forest Charter School, led by the College and Career Department, and in conjunction with department heads, vet online curriculum vendors and courses to make sure they meet state academic standards. Only online vendors who have courses that are “a-g” approved and registered with UC are used as curriculum providers for students. Forest Charter School

consistently works with select curriculum providers because their platforms and content work well and seamlessly with Forest Charter's program. STs and students choose the vendor that will work best for the students' learning style and course needs.

Supporting Evidence

- UC "a-g" lists
- Course catalog
- Department heads vet outside courses and vendors
- Department teams provide resources on how to integrate outsourced curriculum

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

Forest Charter School's independent study program inherently promotes congruence. STs meet monthly with students to discuss assigned work and how that work will prepare students for their futures in the pursuit of developing engaged and lifelong learners. Forest Charter School believes that each student learns differently and, as a result, not all students will benefit from one schoolwide curriculum. STs and families regularly discuss what is being taught and whether the curriculum is meeting the needs of the assignment objectives as well as the student's learning style, all while aligning with the Common Core State Content Standards.

Supporting curriculum choice is important and relevant at Forest Charter School. Department heads write and revise courses on an as-needed basis when state standards change or when new and innovative approaches to education need to be met. In addition, department heads support STs in recommending which state-approved curriculum might work best for a family. A department head may also make recommendations to an ST about how to supplement a student's learning with alternative, state-aligned assignments or materials in order to maintain the personalized nature of Forest Charter School's program.

Supporting Evidence

- Common Core State Standards
- LiveBinder curriculum
- Department heads share resources based on standards

- Field studies and field trips with organizations that study and preserve the natural environment allow students to see and experience science in the real world
- ESLRs

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings

Forest Charter School encourages STs to integrate courses through assignments across curricular subjects. Many families choose to attend Forest Charter because they philosophically believe that subject areas should not stand alone, but rather should be taught together to allow their students to see education as interconnected. Independent study lends itself to curricular integration easily as families and STs have the ability to create assignments without forgoing the integrity of any given assignment or subject. Each ST is assigned a team of other STs from across curricular areas to support one another. These teams allow all students to have a team of highly qualified credentialed teachers who can answer subject-specific questions and provide curriculum recommendations, further personalizing each student's education.

Forest Charter School's Co-ops integrate their curriculum naturally as part of their program. English and history naturally pair well thematically, and most Co-ops integrate some, if not all, of their science units with their English and history units when appropriate. As Forest Charter's Co-op programs have grown, so have the opportunities for the integration of additional curriculum and materials. Many students participate in field trips and field studies with real-world organizations that study and support these topics of study.

In addition, Forest Charter School has the ability to support students' integration of curriculum through providing online programs and community vendors. Students can opt to take almost any class through a select list of vetted online providers. Online vendors provide the flexibility and support students need to complete their core subject requirements, which can be tied into larger thematic units. Additionally, Forest Charter School has partnered with numerous local community vendors to provide additional enrichment and supports. Since Forest Charter families look for flexibility in their schedules, students may take a class or lessons through a community resource, such as a dance class from a local dance studio. These resources provide a much-needed support since not all Forest Charter students take the same classes. Forest

Charter School has maximized its course offerings by being able to partner with community vendors who have the space, time, and resources to provide specific opportunities Forest Charter School students are seeking.

Supporting Evidence

- Independent study allows naturally for interdisciplinary studies
- Co-ops such as the Global Studies Academy integrate their curriculum thematically and interdisciplinarily to provide cohesiveness
- Field trips support the academic work students are learning
- Field studies with real-world organizations, such as Sierra Streams Institute and SYRCL
- Sierra College's Academic Enrichment program.
- Online providers, such as BYU, UC Scout, FuelEd, and Aventa, allow students to study subjects more in depth and at a rigorous pace
- Community vendors, such as The Mud Hut and Sierra Dance Institute, allow students to study the arts using real-world tools and in a real-life art environment

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings

Forest Charter School is a part of the Charter School Cooperative under the Nevada County Superintendent of Schools Office. As a result, families in Nevada County have the option to attend one of several charter high school programs or the high school in their district of residence. Forest Charter School regularly promotes its high school program at local middle schools to 8th graders who are weighing their high school options. In addition, Forest Charter School schedules two Parent Information Nights during the spring semester to provide general information and overviews of its programs to interested families. Families who choose Forest Charter School are looking for flexibility in scheduling and freedom of curriculum choice. With this in mind, Forest Charter School's graduation requirements are similar to that of other local high schools due to the high mobility rate in this county. Forest Charter School has opted to include additional 2.5 credit classes (Career Advisory and Contemporary Skills) within its total graduation credit requirement because teachers and families believe these courses will better prepare students for their immediate postsecondary lives whether they choose to enter the workforce or college.

Forest Charter School maintains a College and Career Center with 1.2 full-time college and career advisors. In addition, through a state-funded grant, Forest Charter has hired an assistant for the College and Career Center to help disseminate important college and career information to families. The Center has begun a field trip series each semester to introduce high school students to local and regional two- and four-year college options. The college advisors regularly attend conferences hosted by the community college, UC, and CSU systems and Forest Charter School welcomes college, career, and technical school representatives to its campuses to meet with and provide important and relevant admissions information to students.

Forest Charter School asks all seniors to fill out a graduate questionnaire immediately before graduation to collect information about their postsecondary plans. This is how Forest Charter School calculates its two-year and four-year college rates and generates feedback from students regarding their time at Forest Charter School. Every year, the College and Career Department revises the questionnaire to solicit the most important and relevant information. Moving forward, the College Assistant will be compiling this information for use in helping the Forest Charter staff make schoolwide decisions. Additionally, due to Forest Charter School's unique personalized learning model, STs and students often stay in contact long after graduation. Graduates regularly return to campus and provide follow-up information on how they are doing as well as to give advice to current students who will be graduating on how to be successful in their postsecondary lives.

Supporting Evidence

- Middle school visits by the academic dean to promote FCS's high school program
- Parent Information Nights
- County-wide in-services
- Counselor conferences
- Graduates of FCS return as guest speakers
- Completed graduate questionnaires indicate postsecondary plans
- College representatives give presentations, meet individually with students, and provide interviews
- FCS receives information from CSUs, UCs, and private colleges through email updates, mail updates, WACAC (the Western Association for College Admission Counseling), and the Common Application

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings

Forest Charter School's personalized learning program believes, legally and philosophically, that students and their families need to participate in making student educational choices so that students can pursue a full range of realistic college and career options. Students regularly meet with their STs to evaluate their course work and to discuss how the coursework is preparing them for their postsecondary lives. When student needs are not being met, an adjustment to a student's curriculum can be made quickly. One of the most important philosophies of Forest Charter School is that students can change their minds at any time about what postsecondary path they want to pursue. Forest Charter School has the ability to support students by allowing STs to design or change coursework immediately.

Forest Charter School's College and Career Center regularly provides career and college information to all students through online notices, in-person meetings, or classes. Students have the full support of their ST, a College and Career Advisor, and the administration in helping them make decisions for their futures. The College Center began taking high school students to tour college campuses in the spring of 2017 through a College and Career Readiness Grant. The College Center wishes to expose students to at least six different college campuses by the time students apply to college in the fall of their senior years. In addition, Forest Charter School has strengthened its relationship with the local community college, which is starting to host CTE days and college tours of its own campuses.

Forest Charter School requires its students to take two classes unique to FCS College Advisory and Contemporary Skills. Career Advisory allows 10th grade students to learn about their learning styles, take skill inventory assessments, and explore different careers, as well as prepare for employment while in high school. Contemporary Skills targets second-semester juniors and seniors by introducing them to the personal finance skills they will need for real-world success. Students also participate in a real-life simulation where they select a career of

interest and build a life around the nuances the selected career can provide them. Furthermore, STs and Co-op instructors have the ability to invite guest speakers to speak with students about different careers and trades, which often leads to job shadowing for students. It is Forest Charter School's hope that students will have been exposed to many career and college options by the time they graduate.

Supporting Evidence

- Learning record meetings
- Student one-on-one meeting time with their ST, which may include tutoring
- Four-year plan in Pathways
- No major limits on curricular options
- Learning styles inventories
- Students have equal access to learning center classes and independent study resources
- The resource library stocks books, audiobooks, textbooks, educational DVDs, learning games, puzzles, and science kits
- Co-ops may include guest speakers, career shadowing, or passion projects
- STs, students, and parents collaborate to create a course of study that reflects both graduation requirements and student interests
- Field trips and field studies enrich student course work
- Course catalog provides information on course availability and levels, including college prep, honors, and AP courses
- Students and parents review graduation requirements and future goals every semester as they prepare to sign a Master Agreement
- All students are required to meet with a College and Career Advisor to complete their Career Advisory course
- Instructional funds support individualized learning plans
- College Advisory classes
- Open access to library and supplemental materials
- Community members speak about career opportunities
- CTE Works Program, formerly 49er ROP, focuses on apprenticeship and career exploration
- Elective courses support interest-based careers
- Sierra College's Academic Enrichment program supports college preparatory instruction and allows student to experience a college environment

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings

Forest Charter School promotes and encourages all students to take classes that are college preparatory in nature. By taking rigorous and relevant courses, students will have the most options available to them throughout high school and their postsecondary years. While Forest Charter School's program is rooted in independent study, students may take classes in any manner that supports their individual learning style, including: independent study, learning center classes (which are teacher-led classes on campus one or two days each week), online classes, classes through community vendors, and community college courses. To support all students, Forest Charter School encourages students to participate in tutoring if needed. Several tutoring times are available on campus on learning center class days in both writing and math with teachers who hold credentials in these areas. If a student needs additional tutoring, Forest Charter School supports hiring individual tutors to achieve student success. To make the curriculum relevant, Forest Charter School encourages STs and instructors to include real-world examples and scenarios to allow students to process through how they will make informed and appropriate choices.

Supporting Evidence

- College prep curriculum – LiveBinder curriculum
- Online vendors such as Aventa, FuelEd, BYU, and UC Scout
- Students have wide access to a variety of class options from community-based classes, learning center classes, online classes, independent study, and tutors
- ST communicates options and access to courses through meetings and email and text communication
- Student budgets allow students access to services and curriculum to best meet student needs

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings

Forest Charter School has an active and extensive list of UC “a-g” courses available to all students. The administration supported the department heads and faculty in creating more courses to allow students to meet UC and CSU admissions requirements. In the past six years, Forest Charter School has grown its “a-g” list by 114%. Department heads usually meet monthly to discuss curriculum issues and courses that need revision, and to plan for future course development. Additionally, Forest Charter School allows students to use online providers who are also “a-g” approved vendors. This is particularly important when students are meeting their world language requirement. It is difficult to attract and maintain a full load of world-language-credentialed teachers. Online courses have fulfilled this need for Forest Charter because the online providers can provide many different languages and at multiple levels. To meet the “a-g” lab course requirements Forest Charter School includes labs in all

science block class offerings. To support students to take science courses independently, Forest Charter School has set up a Friday science wet lab option. Students may complete the coursework independently, but must attend the wet labs to satisfy the lab requirements.

Supporting Evidence

- FCS's UC "a-g" list
- FCS Course Catalog
- Block class schedule
- Friday science lab
- Online "a-g" approved vendors

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings

Forest Charter School's program requires parents, students, and staff to collaborate in developing, monitoring, and revising a student's personal learning plan and goals. These are inherently tied together at FCS. STs, students, and families meet monthly, at a minimum, to discuss, revise, and plan the student's goals and courses. At many schools, a four-year plan is merely a tool to plan when a student will take required courses for graduation. At Forest Charter a four-year plan allows students and STs to plan when students take their courses and, even more importantly, it encourages STs and students to discuss how students will take their courses. Students are encouraged to take courses that meet their learning style and to explore new and different curricular options, such as online classes.

Regular communication is key in fostering the student-parent-teacher relationship to achieve student success. Communication can take many forms and includes: monthly meetings and conferences, emails, phone calls, text messaging, video conferencing, instant messaging, and large-group parent meetings. Students, parents, and STs have the ability to meet as often as necessary to discuss, plan, or change the student's courses or assignments. Forest Charter School's goal is to communicate efficiently and to solve problems quickly so as not to hinder student success.

Supporting Evidence

- Learning record meetings provide monthly progress reports
- Daily correspondence with parents and students through email and text
- Large-group meetings for Co-ops
- FCS newsletter sent out multiple times each school year.
- College and Career Advisors are available to meet with STs and students on an as-needed basis
- Pathways four-year plan and grad plan

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings

Forest Charter is committed to evaluating the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options. Forest Charter School believes all students, as lifelong learners, should value their passions and interests and use them as guides in creating postsecondary plans. Each ST mentors his and her students to help them create this plan. The postsecondary plan is reviewed throughout a student's time at Forest Charter School; it naturally is discussed when a student, family, and ST are making plans for the next school term to make sure the student's graduation requirements are being met. It is also discussed during regular monthly learning record meetings so that assignments can be created to support each student's passions, interests, and learning style.

Additionally, Forest Charter School has created a support network of other individuals and classes to encourage each student to research, evaluate, and discuss different postsecondary options. Forest Charter faculty regularly meet to discuss graduation requirements and whether Forest Charter School should redesign its curriculum to support the new challenges and transitions a student will face after high school. The Career Advisory, Contemporary Skills, and College Advisory classes were designed specifically with this in mind. Each class identifies specific content and skills a student will need in order to be a successful learner in the real world. The College Center seeks to support all Forest Charter School students by providing real-time college admissions information as well as labor market information to give students an understanding of what their options will be in their postsecondary lives. At the end of each school year the College Center meets to evaluate how the disseminated information regarding career- and college-readiness went and to make any changes to the information that will be given the following school year.

Supporting Evidence

- FCS course catalog
- Graduate questionnaires
- Career Advisory course
- Contemporary Skills course
- College Advisory courses
- STs discuss how to successfully transition into the real-world and provide resources
- Sierra College Academic Enrichment courses
- Alumni outreach (STs often maintain personal connections to students long after they graduate)



ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Forest Charter School excels as an independent study, personalized learning program in providing curriculum to meet the needs of its students. By growing its UC “a–g” list, FCS has shown that it is committed to providing a college preparatory curriculum that will prepare students to become California’s next generation workforce. In allowing students to explore and develop their personal postsecondary goals, FCS demonstrates that it values student and family input in choosing the best curricular materials to meet student needs. FCS prides itself in participating in professional development opportunities that support student learning and ultimately student success. As a school, FCS annually assesses its program to determine new areas of need and then addresses these needs through an action plan. One valuable area of need to come out of this process was the development of the Intervention Specialist positions. These Intervention Specialists have helped STs support students who have gaps in their learning but who may not qualify for special education services. Students have felt more successful and confident as a result of having an additional FCS staff member on their team of ST, parent, student.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Integrating and adapting standards-aligned curriculum to student learning styles provides a personalized learning approach unique to each student
- FCS provides a flexible, dynamic, and innovative curriculum that includes independent study, learning center classes, online classes, and community-based classes
- There is a natural and authentic collaborative relationship between STs, students, and families
- Curricular & Intervention Specialists provide additional support to families and STs
- Professional development resources benefit the entire staff

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continue to refine appropriate math and ELA placement assessments for high school students so students can successfully and quickly begin their curriculum
- More enrichment opportunities to inspire students’ postsecondary lives

- FCS will continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California's workforce demands change

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings

Students at Forest Charter School have a wide variety of courses to take. Philosophically, FCS believes that students learn in different ways and to meet this challenge, the school offers a variety of curricular and instructional options to take any one class. Relevant learning occurs when students are engaged and find meaning in the work they complete. How students take classes is central to keeping them engaged. This is part of the reason FCS offers many different formats for taking any one class.

Forest Charter School students are involved in challenging and relevant work, which is confirmed at their monthly learning record meetings. In addition, STs review student work, measure mastery, and encourage advanced application of material and concepts. These meetings also provide an important opportunity for STs to gauge student progress and pacing through course materials and curriculum. While FCS's personalized learning program allows and encourages students to work at their own pace, the ST still maintains the vital role of guiding students through coursework in a generally timely manner.

Students and teachers employ the following practices to examine and evaluate student work while ensuring relevant engagement with the curriculum:

- One-on-one meetings with Supervising Teacher a minimum of once each learning period, more frequently at first and then as deemed necessary
- Weekly teacher observation and examination in block classes and co-ops, and daily observation and examination by parents
- Benchmark testing

Supporting Evidence

- Graduation, college acceptance rates, scholarships
- Participation in honors and AP curriculum and exams
- Participation in UC-approved courses
- Participation in Sierra College courses (concurrent enrollment)
- Use of Chromebooks by middle and high school students
- Use of computer and online curriculum such as Teaching Textbooks, BYU, Khan Academy, Desmos
- Students participate and place in tournaments, exhibits, and competitions
- Highly qualified teachers and tutors work with students in classes and one on one
- Elementary and middle school participation in K-8 enrichment classes

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings

For the various online courses in which FCS students participate, (BYU, Khan Academy, etc.), pacing guides and assignments are set by the instructor based on the skill level and need of the individual students. Pacing is generally based on the adopted FCS school calendar, and learning periods and pacing guides are readily available from several online vendors.

Supporting Evidence

- BYU course assignments are set for each individual student
- Khan Academy assignments are set by the instructor and students move through the assignments based on concept mastery
- LiveBinder curriculum on FCS website includes pacing guide, timelines, and assessments created by HQ staff for each individual course

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings

Forest Charter teachers work closely with students to explain standards and expectations at the beginning of the year and at subsequent learning record meetings. When appropriate, STs may personalize assignments by providing weekly check-ins to confirm students' understanding of assignment requirements. FCS STs annually review with students and families information and rubrics for state-mandated testing and benchmark assessments. Students and parents also have access to school policies and detailed information on state standards through the Forest Charter website; parents and students can check progress and obtain assignments on the online student portal. Continued discussion and check-ins with students and parents are provided regularly throughout the school year by teachers, administrators, and staff.

Supporting Evidence

- Monthly and/or weekly learning record meetings, which include teacher, parent, and student, during which state and school expectations are discussed and incorporated into students' assignments
- ST discusses results of benchmark testing with parent and students and discusses possible intervention, if necessary
- Graduation requirements are presented and discussed with high school parents and students and courses are chosen accordingly
- State testing results are discussed and curriculum and assignments are implemented accordingly
- LiveBinder assignment rubrics

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings

Differentiating instruction is how personalized learning approaches education. Curriculum, assignments, and other aspects are tailored to each student to optimize learning. Integrating multimedia and technology also dovetails well with FCS's personalized learning model. STs often utilize different technologies to differentiate, support, or provide curriculum and to

make it come alive both in the classroom and at home for IS students. STs, as well as classroom instructors, have found great success with the following technologies: online instruction through Khan Academy, Desmos, BYU, Chromebooks and Google Suite for Education, YouTube, and online curriculum created by highly qualified Forest Charter teachers and accessed through LiveBinder. FCS teachers evaluate the impact of these methods on student learning by both informal and formal assessments, including, but not limited to, benchmark assessments, state testing, and end-of-unit assessments, which all measure student performance.

Supporting Evidence

- Student use of School Pathways online portal
- LiveBinder curriculum on FCS website
- Chromebooks for accessing and submitting assignments and receiving online feedback from block class instructors
- Online courses (BYU, La Clase Divertad, Khan Academy)
- Online skill practice (Khan Academy, SAT practice tests, Glencoe online quizzes)

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings

Forest Charter School STs and class instructors are encouraged to use a variety of instructional methods, including multimedia and other technologies, in order to expand student access to curriculum. With this in mind, Forest Charter School encourages professional development to support teacher growth in this area. Thirty-five staff members have participated in 26 different

trainings and conferences with much of this training focused on the use of technology in the classroom across curriculum areas. By using a variety of multimedia technologies, STs are able to foster the academic growth of students with different learning styles both in the classroom and at home. Student success is achieved by integrating online supports, virtual tutoring, as well as numerous multimedia resources for classroom or independent study. Further, these strategies are being encouraged by providing Chromebooks for all student taking block classes. Chromebooks are also available for students taking all their classes through independent study.

Supporting Evidence

- Google Apps for Education training
- CA Mathematics Council Conference
- APLUS+ Conference
- Project Based Learning In-service
- Training on student-directed inquiry

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings

Forest Charter School does not offer its own online courses. FCS offers student the opportunity to take courses through online providers, such as BYU, UC Scout, Apex, and FuelEd, which provide fully credentialed, teacher-led courses. FCS STs serve as an additional support for students taking online classes.

Supporting Evidence

- School Pathways trainings
- Google classroom
- ParentSquare notification system
- Monitoring BYU and UC Scout classes

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings

An important component of Forest Charter School is the application and use of a variety of strategies and resources both in the classroom and as remote learning environments to engage students in their own learning. These can include technology, instructor support, experience beyond the classroom walls, and an emphasis on higher order thinking skills. By providing a variety of strategies FCS students succeed at higher cognitive levels in the classroom and through independent study. STs have found success with students in being able to provide project-based learning assignments, as well as coaching and questioning through dedicated one-on-one learning record meetings. Personalized learning allows STs to foster a sense of confidence in students who might not otherwise be seen as natural classroom leaders. Students end up directing their own learning, presenting work, and having discussions directly with their teachers, all of which produces a sense of accomplishment.

Supporting Evidence

- Hands-on labs
- Math and writing labs
- Differentiated learning instruction with IS Students and in class
- Small group work and projects
- Equitable questioning – pick a stick, notecards with students names
- Think/pair/share
- Assignments to engage all learning styles
- IS work for snow days and Fridays
- Ski mountain project
- Biomes Project
- MDC/LDC project
- Weekly meetings with IS students
- Access through Pathways
- Guest speakers
- Experiential learning
- Field trips
- Students become experts and teach the class
- Khan Academy
- PBL conference
- STEM and science-based labs

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the*

academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings

Forest Charter School provides students a personalized learning environment that allows them to explore a wide variety of educational sources to demonstrate communication, inquiry, knowledge, and discovery. Students use their acquired knowledge to build on previous learning, which creates higher level thinking, and works with each student's unique learning style.

Forest Charter School students have many opportunities to demonstrate organization, research, and communication skills. Many of the school's classes and cooperative programs build projects and project-based learning into their curriculum. One example is the Global Studies Passion Project, which asks students to identify an area of particular interest. They then develop a project idea and research it and, using some form of media, present to their classmates and teachers.

Supporting Evidence

- Performance tasks – word-problems-based, experiential/real-life application
- New student textbooks in math/science/Spanish
- Benchmark testing
- CAASP (sample testing/math word problems and application)
- Project/presentations (creative approaches to learning, expand on certain areas of interest)
- Chromebooks – slides, sheets, docs, Gmail (applications to research/exploration of technology)
- Google Classroom (interactive learning with teacher and students)
- Eighth Grade Project
- Global Studies Academy National Parks Project
- Tournaments (applications to math, speech, geography, small groups, presentation preparation, public speaking skills, teacher support and review)
- Peer tutoring (interactive learning in small groups)
- Science Fair and Science camp

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings

Forest Charter School does not provide its own online classes. Through online course providers, students work online to analyze, comprehend, and conduct effective research to complete their studies.

Forest Charter teachers use a variety of online methods (email, Google Docs, Google Classroom) to evaluate student work and communicate expectations as well as to offer timely, if not immediate, feedback on individual research assignments.

Supporting Evidence

- Students submit and receive feedback on assignments through email and Google Docs
- BYU writing assignments – feedback
- Benchmark
- CAASP
- Google docs – comments
- LiveBinder – effective research assignment

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings

The small intimate nature of Forest Charter School's size allows individualized feedback and assessment of all students and assignments. STs have the time to give students oral and written feedback and to require students to redo work if needed in order to achieve mastery of a concept. Department groups support this process through providing answer keys, rubrics, and time for collaboration to discuss assessment techniques and philosophies. Forest Charter students engage in a variety of assignments, projects, labs, and activities that demonstrate their ability to consistently think at higher levels of reasoning and problem solving. Through discussions, debates, and presentations, students are expected to question, analyze, and synthesize information that has been presented in a variety of formats.

Supporting Evidence

FCS students participate in the following programs and activities:

- Field trips
- Science Fair
- Science Camp
- Lego Robotics class
- Leadership Group
- Classes
- Co-ops
- Private co-ops

- Enrichment classes
- Art – cross subject with Social Studies
- Cyber Patriots

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings

FCS student samples are submitted via a variety of technology and media and include information that clearly demonstrates their use of numerous avenues of Internet-based information and programs. Even at the primary grades, students are introduced to various programs that prepare them for future use of technology in the classroom and on independent assignments. Older students are assigned projects that involve research of data, primary sources, postsecondary education, biographical information, etc., and are then required to submit their work online for credit and instructor feedback. Students are also able to access their course assignments and grades via the online Student Portal. Beginning with the 2017-18 school year, all students taking block classes will be issued a school-owned Chromebook to help facilitate the completion and submission of school work. Students check assignments, due dates, grades, and the progress of course completion through the use of the Student Portal.

Supporting Evidence

- Learning use of keyboard (online keyboarding programs)
- ABC computer games
- Math computer games
- Internet research on relevant topics
- Minecraft
- Lego Robotics class
- Read Naturally intervention program
- Let's Go Learn assessment and intervention program
- Book reports on PowerPoints
- Spanish Online Classroom
- BYU online classes
- Online math websites (Khan Academy)
- Research projects

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings

FCS students consistently use resources that move beyond the textbook in order to complete assignments and projects. Through the use of the school computer lab and school-provided Chromebooks, students regularly engage in the use of the Internet as they research and investigate a variety of course materials. Students also utilize online providers to complete courses at both the college-prep and honors/AP levels. Many of these providers also offer tutoring and online help. STs can monitor student progress in courses by signing up as a coach. As students become connected with community businesses who support student learning, they become familiar with real-world applications and practices. STs often supplement student curriculum with online supports such as videos, tutorials, primary documents, etc.

Supporting Evidence

- Internet and online-based courses
- PowerPoint presentations
- Khan Academy
- YouTube and other online resources
- Search engines
- Calculators
- Graphing programs
- Blogs
- Social media outlets

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings

Throughout their enrollment in Forest Charter School, students are engaged in a variety of activities and opportunities that prepare them for the world of work, a two- or four-year postsecondary education, or a career technical-education program. The most significant resource offered to students to engage them in career preparation is access to the FCS College and Career Counselors. In addition, courses have been developed by the College and Career Department that focus on career- and college-readiness. These courses assist students in making decisions regarding their paths after graduation. Students are invited to meet with advisors from postsecondary institutions and career/technical education programs as they become available. Forest Charter students also have the opportunity to participate in a limited number of CTE courses offered through the Placer County Office of Education CTEWorks program.

Supporting Evidence

- Career Advisory course requirement for graduation
- College Advisory
- Contemporary Skills course requirement for graduation
- 8th grade “Passion” project
- Employment Education course
- Job shadowing
- Internships
- College Representative visits to FCS
- Peer mentoring
- Community service projects
- College campus visits
- Technical school recruitment presentations (UTI)
- Field trips/study projects (Costa Rica)
- Community speakers
- Career Technical Education (CTEWorks)

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings

FCS students are regularly engaged in accessing online programs as well as participating in activities that prepare them for postsecondary paths. Many of these activities ask students to develop and employ career skills along with varying degrees of technological proficiency. Courses have been designed that involve assignments requiring computer-generated resumes, online college application activities, online employment applications, and job searches.

Supporting Evidence
<ul style="list-style-type: none">• College Advisory course• Career Advisory course• Contemporary Skills course• Employment Education course• Computer Skills enrichment class• CyberPatriots• Computer programing course



ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Forest Charter School utilizes a wide variety of methods, strategies, and tools in order to best meet the needs of its students. By recognizing the various learning modalities, teachers develop web-based, hands-on, experiential lessons and projects that appeal to all types of learners while meeting state standards. Forest Charter still needs to improve its math benchmark assessments, as well as refine the process for aligning non-state adopted curriculum to state standards. However, FCS excels at offering opportunities for students to move beyond the textbook and to engage in programs that prepare them for a postsecondary education and/or the world of work. In addition, Forest Charter offers elective and enrichment classes that help students find their passion, which, in turn, helps to provide them a path to invest in their own educational goals along with their supervising teacher. Overall, Forest Charter School strives to instill in its students the skills and tools necessary to pursue their passions regardless of the direction each student chooses to take after graduation.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- FCS offers a wide variety of curriculum and courses
- Offers experiential learning
- Utilizes technology at all grade levels in all subjects
- Provides intervention, when necessary, to help students meet standards
- Encourages and provides opportunities for college- and career-readiness
- Offers a–g coursework (including labs)
- Supervising Teachers act as coaches and work alongside parents and students
- Provides professional development to Supervising Teachers
- Offers CAASP preparation and practice

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Improve our students' ELA and math skills
- Find a better math benchmark tool that can be used across various curricula
- Become more consistent in the use of math benchmark assessment tools
- Improve our effectiveness at aligning non-state adopted curriculum to State standards



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings

Forest Charter School utilizes data from a range of sources to make informed decisions about educational practices. Scores from CAASPP testing, along with local benchmark assessments and regular teacher assessments, help shape how Forest Charter School educates each individual student. Using the data company MMARS, the school can quickly compare data (groups, grades, demographics, etc.) to create easy-to-read graphs and charts to identify areas of need. By using these multiple strands of data, Forest Charter School is able to analyze trends for each student and identify areas in need of academic support or enrichment. Analysis of these multiple data sources by Supervising Teachers and administrators allows Forest Charter School to identify students scoring below grade-level benchmarks so they can be referred to intervention specialists in order to come up with strategies/plans to help the students succeed. Data are also used to identify students who are ready for advanced course work, such as AP or honors courses.

With the data collected through benchmark testing and CAASPP, Forest Charter School tracks students who have disabilities and those students who qualify as SED. Through the LCAP, Forest Charter School is tracking students and appropriating extra funds, as necessary, for tutoring, supplies, and math and writing help to ensure the success of these students. FCS is also continuing to work with its information system Pathways to establish better data tracking.

Supporting Evidence

- CAASPP Scores
- K-8 ELA and math local benchmarks
- High School ELA local benchmarks
- High School math grade tracking
- Multiple Measures Data System
- Intervention Specialist
- Student Support Team Meetings
- SED funding
- Disabilities funding
- Increased number of academic support labs (math, writing)
- Increased number of high-level courses

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

Forest Charter School informs stakeholders of expectations and achievements through several platforms, including one-on-one meetings with teachers or administrators, and access to scores and grades via the school website. New students enrolling at Forest Charter School go through an orientation meeting with office staff and/or administrators to inform parents and prospective students of school wide expectations and direct parents and students to the school's website to find these expectations in writing. Each student at Forest Charter School has a Supervising Teacher who meets with the parent and student at regularly-scheduled learning record meetings to remind students and parents of expectations and inform them of achievements in the form of grades, test scores, projects, or other forms of assessment.

Expectations and achievements are reported to the Charter Council each month and recorded in the minutes. These minutes are posted to the website for parents and the general public to access. Forest Charter School also uses the school newsletter to report on events and achievements of both groups and individual students. Expectations and achievements are also reported out through the SARC, Single Plan, and LCAP to reach a more global audience.

Supporting Evidence

- Charter Council minutes
- School newspaper and website
- Learning Record meetings
- SARC, Single Plan, LCAP

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings

Forest Charter School monitors student progress and growth via state-mandated learning record meetings, scheduled at a minimum of every 30 school days, where Supervising Teachers, parents, and students review grades and assessment results together. In addition, at these meetings, STs informally and sometimes formally gauge student progress through a variety of benchmark assessments. Parents and students also have access to grades and assignments on the parent-student portal, which is accessed through FCS's website. Forest Charter School uses a combination of state testing results, local benchmark writing and math assessment results, as well as current class grades to track a student's progress and growth.

In certain situations, STs also meet more frequently than the required monthly meetings to make sure that students are progressing through coursework at an acceptable pace. At Forest Charter School, we certainly embrace letting students focus or dive more deeply into given curriculum, especially when they are passionate about a given subject. Nevertheless, keeping students moving forward through material remains an important pacing function served by the STs, and it is usually evident at most learning record meetings.

Supporting Evidence

- Learning record meetings
- Monthly progress reports (learning records)
- Local benchmark assessments
- CAASPP results
- Current grades
- Parent-student portal

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings

Forest Charter School is not an online school but online programs are utilized as an option for completing coursework. The online programs are teacher-led and offered through accredited providers/vendors, and grades are provided to track a student’s progress. Most of the online programs are designed for a student to show mastery before they are allowed to move on or advance. Each student’s Supervising Teacher monitors online progress and gives informal assessments to make sure that the progress reported by online programs matches the student’s ability.

Supporting Evidence

- Khan Academy
- BYU
- UC Scout
- FuelED
- Apex

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings

Teachers use a variety of formative assessments to guide instruction both in the classroom and during the course of independent study instruction in order to monitor student progress toward specific goals. Forest Charter School is a K-12 personalized learning program so these formative strategies vary widely, depending on student grade level and ability. Strategies also differ in classroom-based instruction versus independent learning. For those students taking classes online, the monthly learning record meetings allow the ST to function as an additional progress monitor who provides face-to-face tutoring and informal assessments. These formative assessments include, but are not limited to, those items listed in the evidence section that follows.

Supporting Evidence

- Benchmark assessments
- Tests and quizzes
- Presentations
- Projects
- Exit slips
- Rubrics
- Observations
- Monthly learning record meetings
- Weekly check in appointments with new families

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings

Although Forest Charter School is not an online-only program, we do offer online instruction as a curriculum option through various accredited programs and department-approved websites. Formative assessment for these options include those items listed in the Supporting Evidence section that follows.

Supporting Evidence

- Online instructors
- UC Scout, Apex, FuelEd, BYU
- Online progress reports
- Oversight of online classes
- Coaching on Khan Academy
- Teachers get screenshots of weekly progress of online tasks (KA and others)

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings

Forest Charter School's personalized learning program is based on a philosophy whereby instructors and supervising teachers adjust curriculum based on student need as determined by frequent monitoring of student work and assessment. Instructors have a minimum of weekly observations of student work, while Supervising Teachers meet with students on an as-needed basis, a minimum of once every 30 school days, to monitor progress and grades.

Students who are in need of additional support have a variety of services available to them in order to support progress toward specified goals. When STs identify struggling students, FCS's Intervention Specialist often commences the SST process and provides additional support and resources. Department heads provide support, curriculum recommendations, and assessment strategies to all STs on an ongoing basis. These supports include but are not limited to those items listed in the evidence section that follows.

Supporting Evidence

- Adjust curriculum, speed, or expectations
- Tutoring
- Math lab/writing lab
- Study hall
- Online support
- Change in learning environment/setting (class vs. independent study)
- Peer tutoring

- Department meetings – break-out meeting
- Department head meeting
- LiveBinder curriculum
- SST process
- Learning record meetings with parents
- Friendship club tutors
- Indian Ed tutors
- Intervention specialists consulted
- Low income (LCAP) funding and other assistance

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings

Based on the result of student interviews and surveys, most of the students at Forest Charter School are well aware of performance expectations. They report that the design of the curriculum and program are helping to prepare them for college. A large majority of secondary students at Forest Charter School feel that the program is doing well to prepare them for college and that teachers make expectations for learning very clear. Seventy percent of the students surveyed in grades 6–12 reported that over half of their teachers used rubrics in grading to make expectations clear. Ninety percent of those students surveyed agreed that these rubrics were helpful in completing projects and assignments and that, with or without rubrics, teachers made learning expectations clear. Of the students surveyed, 85% felt that the program and assignments were an effective preparation for college and gave examples ranging from development of essay writing and writing skills, critical thinking skills, effective group work, and research projects, to the time-management and organization skills necessary for a student to succeed in Forest Charter School’s independent study program.

To ensure that students are prepared for college upon graduation, Forest Charter School tracks enrollment in postsecondary education: the graduating class of 2016 saw 16% of the students attending a wide range of four-year public and private schools across the country and an additional 34% attending a junior college. In past years the numbers have been as high as 30% attending four-year universities and 50% going on to junior college. Students were less aware

of the Expected Schoolwide Learning Results, as published by the school. They felt, overwhelmingly, that the learning expectations were well known for individual projects, assignments, and graduation requirements.

Supporting Evidence

- Student survey results
- Annual school profile
- Graduate questionnaire
- Alumni feedback
- Khan Academy and other online course accountability
- College Advisory classes
- Rubrics provided by teachers
- ESLRs

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings

Parents are an integral part of the educational team that supports each student. Forest Charter School's individualized learning program requires supervising teachers to meet with students and parents every 10–30 school days, depending on the length of the learning period, in a one-on-one meeting to review grades and student work, assess, and assign new work to students, and/or monitor classroom grades. This information is then used by the team (parents, students and teachers) to adapt curriculum to suit the needs of the student. Each student's needs are analyzed for each subject area and assignments, curriculum, and approach are designed from this perspective. Parents also have access to grades and assignments via the parent-student portal.

The administrative team reports to the Charter Council at each monthly meeting regarding student achievement. These reports include test results, intervention efforts, new programs, trends, and whatever new information is available regarding student progress. This information has resulted in the Council approving a great deal of funding to go toward supporting student achievement by investing in our intervention program as well as our benchmark testing tools. Reports made to the Charter Council are also shared with the staff at regular meetings and this information is used to make programmatic decisions for the school.

Although the local business and industry community does not have a great impact on our daily operations, students interact with the community through outside vendor-provided courses as well as internships. FCS students have a limited number of CTE courses available through a locally offered CTE program. These courses allow FCS students to interact with and work under the guidance of local professionals. Further, most of the student achievement information is available to stakeholders via our public Charter Council meetings, and various reports, such as the School Accountability Report Card (SARC), the Single Plan for Student Achievement, and the Local Control Accountability Plan are available on our website.

Supporting Evidence

- Mandatory monthly Supervising Teacher-parent learning period meetings
- Charter Council receives monthly reports and advises based on progress
- District advises
- Instructor monitored course labs (Math Lab, Writing Lab, etc.)
- Intervention and SST
- Personalized learning
- CTE works

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings

All students, even those enrolled in online courses, participate in state-mandated testing at their respective local learning centers.

Supporting Evidence

- Nevada City Learning Center
- Truckee Learning Center
- Auburn/Foresthill Learning Center

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings

Forest Charter School utilizes the results of statewide testing to guide the type of curriculum and support offered to students when areas of need are identified for both low- and high-achieving students. State testing has indicated the need for increased math and writing support, and curriculum has been adjusted to offer more math and English classes in addition to extra writing and math labs. FCS annually reviews standardized assessment results and makes curricular decisions and adjusts course offerings accordingly. Advanced courses, such as AP and honors, are available to any students who wishes to pursue a more rigorous academic program.

Forest Charter has historically had an ELL student population of less than one percent; therefore, ELL needs are addressed on a case-by-case basis. Classroom-based instruction often reflects universal design, cooperative learning groups, inquiry based instruction, and Socratic method. These strategies make the curriculum accessible to students with a variety of learning styles and levels.

Supporting Evidence
<ul style="list-style-type: none"> ● Intervention Specialist consults with supervising teachers and parents for input other than the data ● AP courses ● College prep courses ● Honors level of college prep courses ● Course labs (math and writing) ● Community college courses are available ● Peer tutoring ● Extra help from STs ● Aides help with lower-end students ● Lexia, Spelling City, or other online resources used in intervention

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings
<p>Forest Charter School annually reviews all student assessment data and makes program and LCAP funding decisions based on the needs determined by these results. Annually, FCS utilizes student assessment data to revise its curriculum offerings. In addition, the Forest Charter School administration offers professional development to target specific student needs identified by assessment data.</p> <p>FCS has a significant SED population. This demographic, as evidenced by assessment data, struggles academically and therefore the school has allocated major resources and funding to support this population. FCS has dedicated LCAP funds to provide more math and English Language Arts support through additional labs, course offerings, and tutoring.</p>

Supporting Evidence
<ul style="list-style-type: none"> ● Addition of a functioning science lab classroom ● Professional development topics have been driven by math and science ● Training webinars

- Training conferences
- Training during staff meetings
- Using instructional funds to hire tutors, fund classes, and purchase curriculum

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings

Since Forest Charter School is a personalized learning program, department heads, teachers, parents, and Supervising Teachers frequently assess the effectiveness of curriculum and adjust accordingly based on student needs. Instruction is based on various learning styles and commonly delivered to reach multiple intelligences.

FCS values collaboration and allows departments to suggest new, innovative, and necessary curriculum and graduation requirements as students move through the 21st century. Department groups regularly suggest new ideas to the administration, who then proposes further discussion amongst other school stakeholder groups, such as Faculty Council, Department Heads, the College and Career Department, and ultimately Charter Council.

The Forest Charter School administration allows STs and instructors a good degree of autonomy when it comes to grading. Guidelines have been created by Department Heads, but STs and Instructors are encouraged to develop their own “reasonable” philosophies about accepting homework and grading.

Supporting Evidence

- Learning Records
- Department-generated rubrics
- Honors course entrance assignments
- Suggested course outlines
- Benchmark testing
- State testing
- Annual review of STs and a mid-year check-in by the director
- Parent feedback
- Student feedback
- Faculty council
- Staff meeting collaboration
- Classroom observations by colleagues and administrators
- Learning record meeting observations by colleagues and administrators

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings
All CAASPP testing, as well as the Grade 5, 8, and 10 science tests, are proctored at Forest Charter School's learning centers, using school computers and a secure browser. Proctors for the CAASPP tests are coached and trained in the process by the FCS assistant director, who serves as the testing coordinator. Paper tests, such the PSAT and AP tests, are proctored by trained teachers and the testing coordinator and are kept in a locked filing cabinet, in a secured office inside of an alarmed building.

Supporting Evidence
<ul style="list-style-type: none">• Safe portal/secure browser• Testing password



ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Forest Charter School utilizes assessment data from multiple sources to identify student needs and guide instruction. Additional professional development, recently hired highly qualified teachers, the addition of an intervention specialist, and teacher-guided labs providing support for English and math are all a result of state testing indicating that students were struggling in the areas of English and math. Due to the nature of FCS's independent study program, Forest Charter struggles with achieving 100 percent participation in state-mandated testing due to the number of families who legally opt out of the tests. Forest Charter School hopes to increase the percentage of students who test in order to have more accurate data in order to support program and curricular decisions.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Benchmark assessments (tracking beyond state testing)
- LCAP contributed to tracking and being aware of the needs of SED population
- Intervention process
- Using formative assessments to adjust curriculum
- Use of online programs to supplement programs
- Expansion of AP program options through the use of UC Scout as a vendor
- Increased spending for Professional Development for teachers to train on Common Core and NGSS

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Increasing the number of students who participate in state testing
- Ensure that every student has a computer so they can develop skills needed for state testing
- Increased classroom observation by administrators to support teachers in implementing Common Core strategies and to target further professional development



Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs, and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings

Forest Charter School uses a variety of communication and media strategies in order to enhance stakeholder input from staff, students, families, and community partners. In evaluating these strategies, FCS uses direct face-to-face meetings, open houses, newsletters, and technology, including, but not limited to, ParentSquare, cell phones, Skype, Facetime, texting, email, and bulletin boards to share information with families. FCS conducts parent surveys to assess satisfaction and areas of need. FCS also allows students and parents to engage in the daily incorporation of curriculum choices and monitor assignments with teacher oversight. FCS utilizes community vendors, including artists, tutors, and business owners, to provide instruction as part of FCS's personalized learning model. Non-English-speaking students and families are supported through FCS's bilingual staff and inclusive programs as well as ELD and private tutoring.

Supporting Evidence

- Newsletter/web page/Facebook
- ELD/RSP private tutoring
- Science labs

- Parent access to bilingual support
- School clubs
- 8th grade project
- Guest speakers
- FCS website
- The Pathways Student Portal
- Charter Council
- Parent Training Committee
- Parent Information Nights
- University and college visitations
- Countywide tournaments
- Learning record meetings
- SST/IEP/504
- Talent shows/art shows
- Fundraisers/Foundation
- In-class parent volunteers
- Field trip chaperones and drivers

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings

Forest Charter School involves local businesses and community vendors to provide real-world academic applications through work experience and internships. The personalized learning model at Forest Charter School allows students more time to access community resources and gain real-world application with more depth and mastery, and in a more meaningful and joyful way. All learning centers within our school forge strong relationships with community vendors that enhance academics and provide extra-curricular enrichments. Students partner with members of the community for mentoring, internships, schoolwide projects, and individual achievements. Government agencies, non-profits, educational field trips, and guest speakers provide additional student growth and support. Due to FCS's independent study model, students have the flexibility in their schedules to take advantage of opportunities that exist in the local communities.

Supporting Evidence

- 8th grade project mentoring
- Fox Walkers
- Sierra Streams
- TUPE (Tobacco Use Prevention Education)
- The Friendship Club
- Guest speakers
- ROP/CTE Works
- University and college visits
- Community vendors
- SWEP (Sierra Watershed Education Program)
- Tahoe Nordic Center
- High Fives Foundation
- County libraries
- Art lab
- Art center
- Internships

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning; and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and*



intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings

Forest Charter School is a small, intimate, and relaxed setting that creates a sense of common ownership among stakeholders working and studying at each learning center. Another facet of this is that students often seek to attend FCS due to its atmosphere of acceptance. Bullying, shaming, and truancy are not major issues during class times at FCS. Students value their limited time on campus, which results in a lack of these issues. Any issues that do arise are handled in a timely manner by staff and administrators.

Block class coordinators and teachers are also key resources in creating safe, organized, and orderly environments for learning at Forest Charter School. Each learning center has an Incident Report Google Document that is contributed to and monitored by teachers and administrators. Internet safety is also a high priority at FCS. All FCS computers and Chromebooks have software filters blocking explicit content. High school and middle school students utilize curriculum that teaches appropriate Internet safety procedures.

Forest Charter School conducts regular fire, earthquake, and lockdown drills at all learning centers and has emergency plans, student emergency information, first aid kits, AED, Epi-pens, and medical boxes that are checked and updated annually at each learning center. All Forest Charter staff and faculty are regularly trained in CPR and basic first aid. The school nurse conducts regular vision and hearing screenings at all learning centers and works with the registrar to ensure student health information is up to date in cumulative files. Administrative staff tracks immunizations for each student, including Tdap. Annual notices of parent/student rights are distributed to all families at the beginning of each school year and/or at enrollment.

Supporting Evidence

- TUPE (Tobacco Use Prevention Education)
- Healthy Schools
- Janitorial
- Gardening
- Drills: fire, lockdown, earthquake
- Internet Safety Programs/Contemporary Skills
- Conflict communication
- Empathy programs
- Social development classes
- Snow days
- School nurse
- School counselor – only for IEP students
- Elective Class: 7 Habits of Highly of Effective Students
- PACE 6–8th grade program social development classes

- Medication in lock box
- AED device on each campus
- First aid supplies in each classroom
- All staff trained in CPR and first aid
- Annual vision and hearing screenings for students
- Block class and learning center coordinator and staff
- Incident report logs at each learning center, monitored by FCS administration
- Group phone notice
- LiveBinder: Contemporary Skills software for high school students
- Middle school internet curriculum: CyberStrong Kids Program (interactive Internet safety curriculum designed for students and families)

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings

Developing a personalized learning program is the foundation of Forest Charter School's program. Supervising teachers work closely with parents, students, and Forest Charter School administrators to tailor curriculum and classes to each student's learning style. FCS recognizes the importance of emotional, academic, and social support for each student. Social/emotional support is provided through Queer Alliance Club, talent shows, field trips, performances, guest speakers, seasonal celebrations, and workshops; FCS provides additional opportunities when they are proposed or become available.

Forest Charter students have access to a wide variety of resources and opportunities to excel, including co-ops, learning center classes, resource libraries, college and career counselors, leadership classes, community vendors, tutors, and county tournaments and competitions. Supervising Teachers communicate frequently with students and families and are able to adjust curriculum and classes to support students as needed. Benchmark assessments are performed regularly to determine students' progress, strengths, and weaknesses. Forest Charter also uses Review Boards, SSTs, and special education services to support students and provide an environment that is conducive to maximum learning.

Supporting Evidence

- Community lunch
- Individualized attention between staff and students
- Case-by-case justice
- Behavior contracts
- Restorative justice (if asked to leave, they can work their way back in)
- Proportionality of discipline
- Students do global research/projects
- Winter celebration focusing on various ethnicities
- Diversity through literature
- Incident report document
- Refocus/reflective form (to help in teacher/student communication in difficult moments)
- Review Board
- SSTs
- ST meetings
- Block Classes
- Study hall support
- Co-ops (attending block classes is a privilege)
- Resource library and resource coordinators
- College and Career Counseling officers and classes
- Charter Council
- Tournament schedules on Google Docs to enable access for all students
- Benchmark assessments
- QAC (Queer Alliance Club)
- Drop-in visits to administration and resource leaders
- Art lab
- Guest speakers
- Performances
- Field trips
- Workshops
- Seasonal celebrations
- Internet safety/security programs
- Ad hoc student advisory meetings with the executive director

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff, and stakeholders; this includes the degree to*

which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings

Forest Charter School holds monthly staff and periodic department head meetings where staff, teachers, and administrators have the opportunity to collaborate and share ideas and information. The teachers' workroom provides a space where teachers and families have an opportunity to meet, share ideas, and review curriculum. The school also holds regular meetings with the Charter Council and the Faculty Council. Forest Charter School's office staff is in constant communication with Supervising Teachers and with each other. There exists a strong atmosphere of support and trust between staff, teachers, students, and administration. Office staff is cross-trained in order to support STs, students, and each other in daily duties as well as in emergency response assignments. Resources for communication include Google Docs, email, texts, phone, Skype, postal mail, and face-to-face communication. These methods provide for immediate feedback and appropriately timed resolution. Forest Charter also offers opportunities for professional development such as the California Charter School Association Conference and the APLUS+ Conference. Teachers have each been encouraged to participate in thorough professional training and to share that training with colleagues. Teachers set annual goals and are encouraged to explore continuing education opportunities. The director meets with the teachers bi-annually to support and provide resources to meet their goals. Surveys are provided to parents, students, and staff to ensure all voices are heard and concerns are addressed in a timely manner. Additionally, because of the nature of Forest Charter School's program, Supervising Teachers and staff have the opportunity to develop long-term relationships with families, further enhancing an atmosphere conducive to learning. The open-door policy at FCS provides an opportunity for anyone to collaborate with leadership members.

Supporting Evidence

- Charter Council
- Staff modeling of respect and collaboration
- Review twice per year (mid-year and end-of-year with school director)
- Director evaluation
- Office staff one-on-ones twice a year with business director
- Continuing education opportunities/professional development
- Annual appreciation lunch
- Sharing culture
- Checks and balances – not an authoritarian environment
- Staff development is encouraged and shared
- Teachers' work room
- Announcements during staff meetings and via email
- Staff birthdays recognized and celebrated
- Communication is promoted through ease – Google Docs, email

- Stakeholders involved in school review
- Public is invited to Charter Council – two teacher representatives, parents, community representatives
- Surveys: staff and family
- Staff meetings
- Faculty Council
- Department heads
- Office staff support and communication

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings

Forest Charter School students receive adequate personalized support through a variety of programs and resources from the school and county resources. Individualized learning plans allow for students to focus on academic goals, as well as post-high school goals (or extracurricular activities) such as volunteering, work/career experience, sports, or the arts.

Individualized learning plans also allow for students in special education to receive the proper support and accommodations to succeed while also ensuring a complete continuum of services.

In order to prepare students for postsecondary success, the Forest Charter School College and Career Center has developed programs including, but not limited to, Career Advisory class, College Advisory class, career day presentations, Sierra College workshops, and college campus visits, as well as individual meetings with a college and career counselor. The Forest Charter School College and Career Center has also actively worked to get all core high school courses a–g approved through the UC system.

A variety of resources exist to support students both in-house and throughout the county. Through the school, students can receive support services that include, but are not limited to, SSTs, SLP, RSP, OT, PT, counseling, tutoring, study halls, math and writing labs, as well as nursing services (vision and hearing, scoliosis, and reviewing health records such as immunizations or medications).

County referral services include County Mental Health, SMART Team referrals, Sierra Forever Families, Foster Care Services, Independent Living Services (i.e., transition from foster care), Regional Center for developmentally delayed students (i.e., wraparound-support for students and families), Friendship Club, One-Stop Career Center (for developing employment skills), WIC (Women Infant Children – Pregnant teen and young mother support), Family Resource Center, Healthy Kids Grant (counseling, tutoring, general health education, and support for schools), Children’s Services (for educational toys and resources for low income families), and support for grandparents parenting children.

Supporting Evidence

- College and Career courses
- College and Career meetings/agendas/workshops
- SST (Student Success Team) meetings
- SST procedures
- IEP plans
- County services website/binder/documentation
- Course catalogue
- Block class schedule
- Math/writing lab schedule
- Vendor list
- Health screening schedule

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings

Forest Charter School is not an online school and we do not use online providers for counseling. FCS employs one full-time and one part-time college counselor to meet individually with our students and help them find the best fit for their post-high-school plans.

Other traditional counselor duties are primarily held by the Supervising Teacher, who provides academic counseling, personal counseling, and referrals to health services and/or other services as needed.

Supporting Evidence

- Full-time and part-time college counselors
- Supervising Teachers

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings

Forest Charter School is a personalized learning school and all students are enrolled as independent study students. Students have a choice of programs (all independent study, co-ops, block classes, online learning, and/or community college classes, etc.) and most students blend these options to meet their learning needs. Students regularly meet with their Supervising Teachers and at every meeting assess progress and satisfaction with the current program through conversation, work samples, benchmarks, and current grades. Students are also free to switch between learning options, as space allows, after consultation with parents and the Supervising Teacher. New learning communities and new classes are regularly created according to student demand and space, and new curriculum, community classes, and online options are regularly shared with grade level chairs and staff to expand students' learning options. Students who are struggling for any reason are encouraged to attend available study halls, math labs, and writing labs, to contact their Supervising Teacher or block class teacher for help, and to use online resources such as Khan Academy and YouTube to get additional instruction. When parents or Supervising Teachers observe students struggling, they support them with more attention including frequent (weekly) check-in meetings, personalized communication via agreed upon media, SST meetings, and/or tutoring.

Supporting Evidence

- All prior evidence – our whole school
- Effectiveness – scores, benchmarks, IEPs
- Identify types and evaluate effectiveness
- Professional development and frequent communication with families
- Kaleidoscope for learning style assessment
- Personalized learning
- Freedom to change curriculum
- Freedom to call and email SST
- Choose and change
- Peer tutoring
- PACE Co-ops
- Global Studies
- Block classes
- Tree Top Co-ops
- Foresthill
- Special education study hall
- Site based to online to iS
- Additional prompt – provide evidence process is effective
- ST meetings
- Weekly meetings with new families
- Videos
- Folders
- High school review board
- Admin support with “Pre high school review board”
- Portal
- Parent communication

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings

Forest Charter School is not an online program. Nevertheless, some students choose to take an online course or two as part of their overall program. To help orient students to their online classes, all Supervising Teachers undergo training and receive resources designed to ensure student success in online courses. Some of the training occurs at regular staff meetings and some is provided in written form. New Supervising Teachers are given a mentor to support their training. In addition, most online providers supply orientation lessons for students that cover the specific details of their platform. Further, teachers meet more frequently with student who are beginning online classes to ensure they get off to a good start.

Supporting Evidence

- Weekly meetings with ST
- “Tips for Success in Online Courses” (document)
- Trainings at regular staff meetings

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings

All of Forest Charter’s students meet either weekly, several times a week, or monthly with their Supervising Teachers in order to assess progress and create new assignments. Students’ learning needs are identified regularly through these meetings, posted grades, benchmark assessments, intervention and screening assessments, and conversations with the intervention coordinator and grade level department chairs. Forest Charter School supports students with learning needs via a personalized learning model, the SST process, support classes such as writing lab and math lab, enrichment and elective classes, tutoring, and the IEP process. FCS monitors the effectiveness of intervention through students’ grades, percent of work completed, attendance, benchmark results, CAASPP scores, and how invested they are in their own education (as informally measured by conversations with their teachers, self-made goals, and persistence). Students receive services such as speech, resource, OT, etc. in coordination with their core academic program in a collaborative planning process.

Supporting Evidence

- IEP/504/SLP/RSP/OT/PT
- Special education counselor
- SST – intervention coordinator
- Bus passes
- Peer tutoring

- College/Career advisory and classes
- Character and social development classes
- TUPE (Tobacco Use Prevention Education)
- Tutoring, math labs, writing labs, book club, art lab
- QAC (Queer Alliance Club)
- Vendor list
- Competitions (writing, speech, math, DAR, geography, tech test, spelling bees, STEAM)
- CyberPatriot
- STEAM
- PE
- Health
- Online students have all the same access and monthly meetings
- Communication of community-wide free clinics

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings

Online classes play only a small part of the overall FCS educational program. In fact, students can access their entire education without taking any online classes. However, to support students taking these classes, FCS has committed to making Chromebooks available to all students in grades 6–12. Further, Forest Charter has learning centers in each of its main geographic areas that provide wireless Internet if students are unable to access the Internet at home. Forest Charter also has a computer lab on the Nevada City campus that students can use. Although some of our students have more limited access to the Internet at home, FCS makes every effort to enhance student access at school.

Supporting Evidence

- Chromebooks
- Wireless Internet
- Computer lab
- Computer carts

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class*

schedule and class enrollments), and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings

Forest Charter School offers a variety of both independent study classes and learning center classes. In order to support students and their access to challenging rigorous courses, FCS employs a variety of strategies, including school-funded (regular instructional budgets and LCAP funding) tutoring and also contract classes with local educational services and vendors. The school also provides funding for online classes and other independent study options to meet the needs of all students. The FCS learning centers offer math and writing labs to all students. SED students have access to additional funds (some through LCAP funding and some through local scholarships) to provide tutoring support. As a personalized learning school, FCS also offers both accelerated and remedial classes for those students that need more of a challenge or additional support. High school students who are at least 15 years old and have a GPA of at least 3.0 are also eligible to take classes at Sierra College through their Academic Enrichment Program.

Supporting Evidence

- Instructional choice (co-op, block, or independent study)
- Tutoring
- Small group classes
- Individual classes
- Online classes
- Support labs
- Scholarships
- Mastery learning
- College-level classes (Academic Enrichment, BYU, etc.)
- Chromebooks for high school students

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings

Forest Charter School ensures a high level of student involvement in curricular and co-curricular activities by providing a variety of opportunities for students to participate in various classes, activities, clubs, and service learning projects. These activities are available to students enrolled in the cooperatives and within the independent study programs, with information about the classes being shared on the school website, through meetings with STs, by email, and postings on campus. These programs make use of numerous local vendors and classes. Students who participate in these offerings enhance their academic learning while encouraging co-curricular passions and interests, thus linking students' learning to their interests. Student participation in these programs provides academic motivation, success, and a sense of belonging within their learning community. The participation in these activities is monitored through student registration in classes, clubs, and other activities as reported to the school. Student grades, completion of activities, and projects are the tools used to measure the level of engagement. Participation in these courses supports FCS's schoolwide learner outcomes, through links to academic standards and college and career readiness standards.

Supporting Evidence

- Field trips
- CyberPatriot
- Offered in most K-8 block classes in NC, enrichment classes in Truckee
- Academic tournaments
- After-school labs
- Harry Potter Club
- TUPE
- QAC (Queer Alliance Club)
- Talent show
- STEAM
- Trout in the Classroom
- Sierra Harvest
- Garden Club in Truckee
- Evaluate participation at learning meetings
- Harvest of the Month
- Mud Hut
- REGL – Rotary Eighth Grade Leadership Program

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings

Students who are taking part of their educational program online still have the same level of access to school activities as any other student in the school. These include opportunities such as talent shows, performances, clubs, prom, field trips, internships, block classes, etc.

Supporting Evidence

- Talent show
- Performances
- Clubs
- Field trips
- Block classes



ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The quintessential piece of Forest Charter School's educational philosophy is that staff members strive to reach each and every student on an individual level. The learner comes first and staff uses programs and resources to help students emotionally and academically. Pair this with a staff of loving and professional educators, and creating a school culture that is safe and positive is second nature. Due to the design of FCS's primarily independent study program, parent communication and relationships are also vital to success. To achieve FCS's model, the school must engage all stakeholders in a way that creates communication and respect. Given these close relationships, staff members also have a responsibility to maintain a respectful environment. Together, staff does this by creating a dialogue about how to treat each other, direct instruction in communication and social development, and fine tuning how to encourage academic inquiry and success. The entire staff is committed to the idea that if a child and family feel safe, cared for, respected, and supported, they will thrive.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Extensive staff training and development
- Respectful administration
- Flexibility and time to connect with students on-on-one
- Strong communication with families
- Strong special education program
- Various tools, methods, and outlets for reaching all learners
- Relationship with numerous community organizations

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Explore the possible need for a crisis counselor beyond special ed counselor
- Improve our ability to support students with emotional needs so they can access their learning.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. Improve our students' ELA and math skills
2. Improve our ability to support students with emotional needs so they can access their learning
3. Continue to increase early exposure to career training, college options, and pre-technical training to help students to achieve their goals as California's workforce demands change
4. Increase the number of students who participate in state testing
5. Explore the possible need for a crisis counselor beyond special ed counselor
6. Increased classroom observation by administrators to support teachers in implementing Common Core strategies and to target further professional development opportunities
7. Become more consistent in the use of math benchmark assessment tools
8. Improve effectiveness at aligning non-state-adopted curriculum to state standards
9. Have each staff member attend one Charter Council meeting per year so they can better understand the governance process
10. Continue to refine appropriate math and ELA placement assessments for high school students so they can successfully and quickly begin their curriculum
11. More enrichment opportunities to inspire students' postsecondary lives
12. Ensure that every student has a computer so they can develop skills needed for state testing
13. Find a better math benchmark tool that can be used across various curricula
14. Implement new math benchmark tool and assess its effectiveness and accuracy



CHAPTER IV: SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Overall, Forest Charter School has created an academic program as well as a culture that supports both students and staff. While we are pleased with the growth we have made over the years and with the staff's willingness to adapt to the ever-changing needs of our students, we acknowledge that there are still areas that need to be addressed.

Perhaps our number one focus is to improve our students' performance in math and language arts. Although we feel we have a solid program and dedicated teachers, our test scores are lower than we would like them to be. We have put energy into our intervention program, and we believe it has helped us make some gains. By continuing to refine this process and improving the tools we use, we believe we can continue to make gains in this area.

One area we are very proud of is the positive and supportive culture we have created that encourages learning. However, over the last few years, we have noticed an increase in the number of students suffering from anxiety as well as other emotional issues. While these students are often being served through an IEP and/or private counseling, as a staff, we would like to learn techniques to support these students.

There is interest in exploring ways to better prepare students for post-high-school graduation, whether they are heading toward college or directly into a career. We have explored CTE programs in the past, but perhaps there is another way to address this need.

While all of the items on the list of Critical Learning Needs are being addressed to one degree or another, some items are already resolved or are being resolved. A new math benchmark assessment tool has been selected, and training as well as implementation of it will begin this fall. One item suggests getting computers for all students, and Chromebooks are now provided for anyone enrolled in FCS high school block classes as well as middle school cooperatives.

Evolving our program is something that Forest Charter does very well. The staff has always been open to embracing new ideas and programs; in fact, these changes are often driven by the larger staff rather than imposed on the school by the administration. Ultimately, it has been our willingness to evolve and to embrace flexibility that has helped us to remain relevant in a community with a variety of educational options.

CHAPTER V: SCHOOLWIDE ACTION PLAN

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.



Goal #1 – The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math will increase annually.

Need: Based on state testing, benchmark assessments, and teacher observations FCS has identified a need to improve proficiency in language arts and math.

Specific Actions	Responsible Person(s)	Timeline	Resources	Progress Assessment Tools	Reporting Process
1. Find and implement intervention curriculum that works for all learning centers	Director, Academic Dean, Intervention Coordinator	2018–21	Time, Cost of the program	Intervention tool(s) are being used	Staff Meeting, Charter Council
2. Provide technology training to students so they can complete academic assignments more efficiently	Academic Dean, Director	2018–21	Time	Training tools are in place	Staff Meeting, Newsletter
3. Implement the new school-wide K-8 online math benchmark	Director	2017–18	Cost of the Program	Benchmark is being used by STs	Staff Meeting, Charter Council

4. Develop a system (e.g. benchmark test) to identify students in grades 9-12 working below grade level in math	Academic Dean, Director	2018–21	Time, Possible cost of a benchmark assessment	System is in place for fall of 2018	Staff Meeting
5. Track how students (including all significant sub-groups) perform when they have attended FCS for three or more years	Assistant Director, Director	2018–21	Time	Reports showing student performance	Staff Meeting, Charter Council
6. Track academic growth of students (including all significant sub-groups) once they enter our intervention program	Assistant Director, Director	2018–21	Time	Reports showing growth	Staff Meeting, Charter Council

Goal #2 - Forest Charter School will maintain its positive school climate.

Need: Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics (i.e., graduation rate, drop-out rate, attendance, and chronic absenteeism), FCS has a strong school climate that creates emotional, intellectual, and physical safety; the Forest Charter School community wishes to maintain that culture.

Specific Actions	Responsible Person(s)	Timeline	Resources	Progress Assessment Tools	Reporting Process
1. Provide professional development that focuses on supporting students' social-emotional well being	Director	2018–21	Money for trainings	Report of the trainings provided	Charter Council
2. Establish ways to measure and improve student attitudes toward learning	Assistant Director, Director	2018–21	Time, possible program purchase	Tools are in place	Staff Meeting, Charter Council
3. Research and implement social thinking programs to use with all students	Director	Implement fall of 2019	Time, possible program purchase	Social thinking programs are in use	Staff Meeting, Charter Council
4. Develop a team to improve and promote the school safety plan	Director	2018–21	Time, possible cost of resources	Updated safety plan	Staff Meeting, Charter Council

APPENDICES

List of Appendices

Appendix A – FCS ESLRS

Appendix B – FCS Value Words

Appendix C – Glossary of terms unique to the school

Appendix D – Summary results of 2017 Student Meetings

Appendix E – Summary results of 2017 Parent Survey

Appendix F – Summary results of 2017 Staff Survey

Appendix G – FCS Graduation Requirements

Appendix H – 2017-18 Adopted Budget

Appendix I – Three-Year Projections

Appendix J – Nevada City High School Block Class Schedule

Appendix K – Nevada City K-8 Block Class Schedule

Appendix L – Nevada City Co-op Schedule

Appendix M – Truckee High School Block Class Schedule

Appendix N – Truckee Co-op Schedule

Appendix O – Foresthill Co-op Schedule

Appendix P – FCS Intervention Process

Appendix Q – RTI Flow Chart

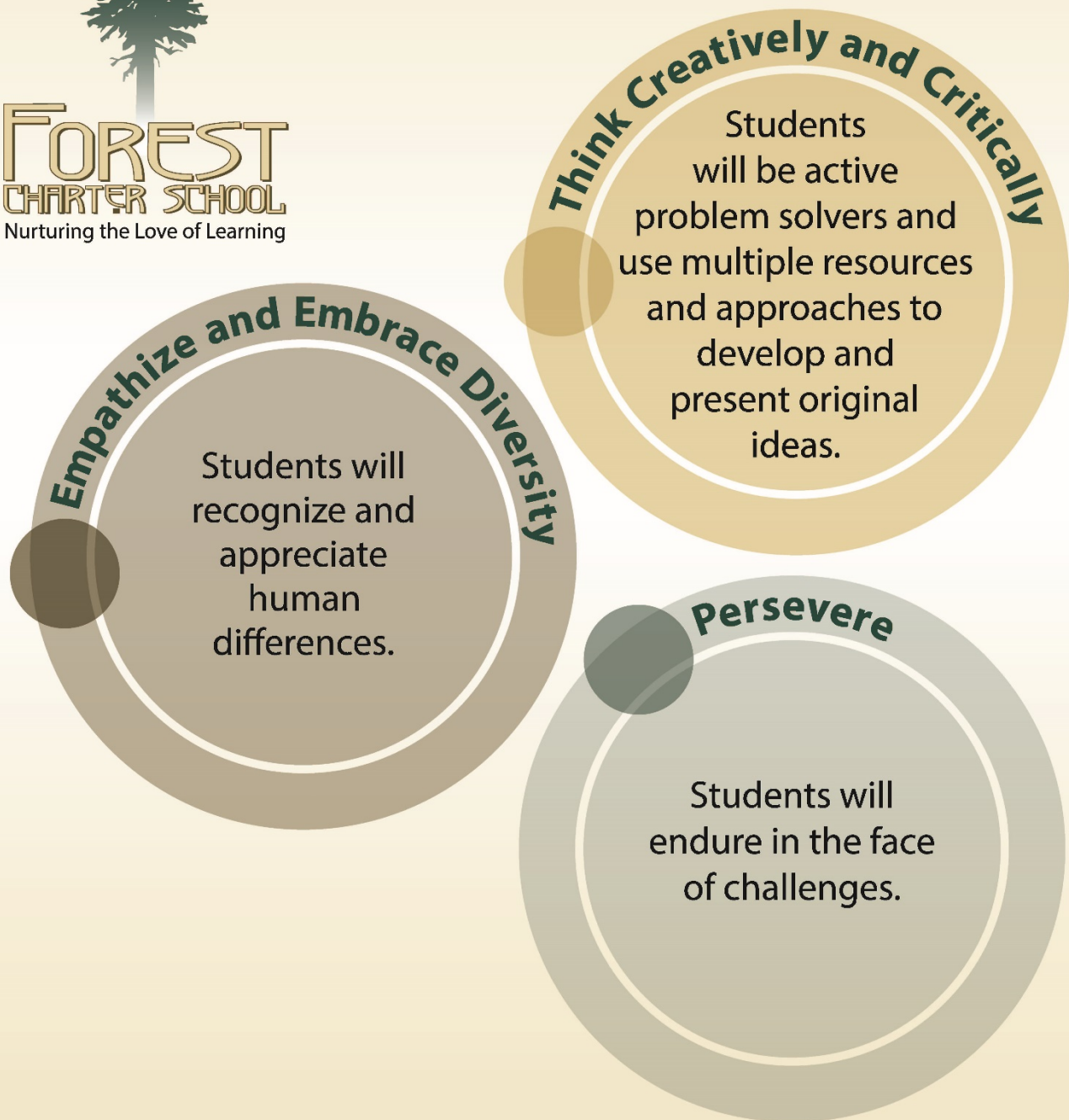
Appendix R – Links to Forest Charter School Documents

1. Approved AP course list
2. UC a–g approved course list
3. School Accountability Report Card (SARC)
4. Single Plan for Student Achievement
5. Local Control and Accountability Plan (LCAP)



EXPECTED SCHOOLWIDE LEARNING RESULTS

ESLRs



FOREST CHARTER SCHOOL

VALUES

Integrity

Open Mindset

Life Skills
Strength

Resourceful

Problem Solvers

Global Citizens

Teamwork

Health

Respectful

Artistic

Focus

Empowered

Engaged Learners

Effective Communicators

Engaged Citizens

Tolerance

Organization

Initiative

Technologically Safe

Self-Reliant

Technologically Sophisticated

Personalized

Collaboration



FOREST
CHARTER SCHOOL
Nurturing the Love of Learning

Glossary of Terms Unique to Forest Charter School

- **Supervising Teacher (ST)** – The lead teacher for each student. Their main contact
- **Master Agreements** – Agreement between the teacher, student, and parents regarding what the student is studying each semester
- **Learning Records** – Monthly documentation of student learning
- **Learning Center** – Facilities that provide space for meetings and/or classes
- **Block Classes** – Small optional classes (core, elective and enrichment) that support learning
- **Instructor** – Teachers who lead our block classes
- **Cooperative (Co-op)** – Small learning communities that meet three days per week
- **Review Board** – A solution-oriented board that supports students not completing work
- **Instructional Budget** – School funds that families can access (with school approval) to support student learning
- **Budget Review** – The process that families/teachers can go through to access additional funds to support student learning

2017 Student Group Meeting Summary

School Climate/Safety on Campus/Bullying/Respected by Staff

- Compared to other schools no bullying
- No mean students
- Respected by staff and other students
- Lower stress compared to other schools
- Students feel very safe on campus

Academics-Experience/Differences/Improvements/Suggestions

- Smaller classes help
- Teachers care about me
- Like flexible schedule
- FCS does not fit everyone/Self-motivation needed
- Bus for field trips
- More playgrounds
- Real Library

Communication – access to teachers/portal

- FCS teachers are very accessible
- Like being able to communicate via email/text/portal/Chromebook
- Portal helps when you only have a couple days of class or when sick

Successful in School?

- Better than other schools
- Teachers know us well which helps
- Independent Study is hard but once you get it you can be successful

Supports needed in ELA

- More feedback on papers
- More projects
- Books on tape
- Want more literature options

Supports needed in Math

- More tutoring options
- More math projects instead of problems
- Slow down on certain problems/skills
- Math labs help

Reasons for coming to school

- Required
- Friends
- Want to go to college
- Safe
- Social/friends

Do you like having Chromebooks

- Very helpful/Yes
- Great for basic work
- They do not do all the things a regular computer does
- Would like more access to printers and color printers

Are you taking classes to prepare you for the CSU/UC schools? How does FCS support this?

- Majority say yes
- College and Career support
- Some do not like college push by school
- Want an Alumni association

2017 Parent Survey Summary

Parent Survey number breakdown, 18% Foresthill, 53% NC/GV, 27% Truckee

Foresthill

- Parents are very satisfied in all realms with Admin, academics, safety, learning environment etc. There were only 6 total responses of disagree with only 3 being consistent in regards to facilities.
- Ranked reading/writing and mathematical skills as most important
- Ranked problem solving and positive decision making as the top priority of students
- Ranked math and home organization as the subjects for parent training
- 92% want a four-year college as the ultimate goal
- Fairly unaware of safety plans or being adequate also unaware of what LCAP is
- Personalized program and small classes led to attending FCS

Nevada City

- Parents are very satisfied in all realms with Admin, academics, safety, learning environment etc. There were a few (6) that were not satisfied with ST support and helping parent teach at home.
- Ranked reading/writing and critical thinking as most important skill
- Ranked problem solving and positive decision making as the top priority of students
- Ranked home organization and accessing resources as the subjects for parent training
- 74% want a four-year college as the ultimate goal
- Fairly unaware of safety plans or being adequate also unaware of what LCAP is
- Supporting emotional needs was highest school climate goal
- Flexible schedule and Personalized program led to attending FCS

2017 Staff Survey Summary

- 96% agree or strongly agree that input is heard by admin
- 89% agree or strongly agree admin enforces behavioral standards
- 96% agree or strongly agree admin enforces academic standards
- 92% agree or strongly agree admin is collaborative in decision making
- 87% agree or strongly agree there is a strong admin on campus
- 98% agree or strongly agree FCS promotes academic success
- 98% agree or strongly agree FCS promotes trust and collegiality among staff
- 100% agree or strongly agree feel safe on campus
- 13 of 50 never or once or twice a year use the school website
- Only 8 of 50 have ever used the suggestion box
- Highest percentage of more support from admin (14.29%) would like other professional development opportunities 65% feel supported by admin
- Working with students who have emotional needs was the largest training request 75%
- 77% of staff think parents need training on structuring organization for the homeschooling/IS student at home (fair amount of request for more math labs in support of students)
- Least efficient use of time – paperwork/portfolios and NC staff meetings
- 92% want the climate goal to be supporting student emotional needs but most felt we do a really good job here; in other words, climate seems great

FCS Graduation Requirements

- 220 Credits

Course	Requirements
English	Four years (40 credits) of English. 30 credits must be core English. 10 credits may be English elective.
History	Three years (35 credits) of history/social science. Including one year (10 credits) of World History, one year (10 credits) of US History, one semester (5 credits) of Government, one semester (5 credits) of Geography, and one semester (5 credits) of Economics.
Math	Three years (30 credits) of mathematics. Students must complete Algebra I either through the traditional two-semester course or through the four-semester A, B, C, D program.
Science	Two years (20 credits) of science. 10 credits must be in physical science and 10 credits must be in biological science.
World Language OR Visual and Performing Arts (VAPA) OR CTE	One year (10 credits) of world language OR One year (10 credits) of a VAPA course OR One year (10 credits) of an approved CTE course
PE/Health	Two years (20 credits) of PE and one semester (5 credits) of health
Contemporary Skills	One semester (2.5 credits) of Contemporary Skills
Electives	55 credits of electives
Career Advisory	2.5 credits of Career Advisory

FCS Recommended Course of Study for College-Bound Students

This is the minimum recommended course of study for college-bound students. Many colleges are impacted and/or selective and may expect students to take courses beyond their recommended course of study.

For more specific information regarding UC and CSU requirements, please go to www.cde.ca.gov/ci/gs/hs/hsgtable.asp.

Course	Requirements
English	Four years (40 credits) of college preparatory core English. Does not include courses listed as English elective, such as Creative Writing.
History	Same as FCS Requirement, plus an additional year of a history elective.
Math	Four years of college preparatory mathematics that include the topics covered in Elementary Algebra/Algebra I, Geometry and Advanced Algebra/Algebra II. (Trigonometry, Pre-Calculus, and/or Calculus are recommended.)
Science	Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. (FCS encourages three years of lab science for selective colleges and four years of lab science and/or science elective for highly selective colleges.)
World Language	Two years of the same language other than English. (FCS recommends three plus years of the same language for more selective colleges.)
Visual and Performing Arts	One year required. This may be two consecutive semesters of the same course or two one-semester courses in the same artistic discipline. After completing the graduation requirements, VAPA courses should be considered part of a well-rounded, challenging elective program.
PE/Health	Same as the FCS requirement.
Electives	At least one year of an academic elective course. Students should take a well-rounded, challenging course of elective study in the core academic areas as well as other areas of interest.

FOREST CHARTER SCHOOL
 Adopted Budget
 2017-2018

	2nd Interim 2016-2017	PROPOSED Adopted 2017-2018
ENROLLMENT	735	755
ADA	712.00	740.00
REVENUE		
LCFF	\$ 4,469,365	\$ 4,670,205
Prop 30 EPA	1,025,110	967,989
In-Lieu Property Taxes	599,090	659,510
Total LCFF	\$ 6,093,565	\$ 6,297,704
Federal Revenue - Other	-	
SELPA - Federal (3310)	67,127	67,127
SELPA - State (6500)	159,723	159,723
Mental Health (6512)	37,959	38,574
Mandate Block Grant	19,416	18,203
One-Time Discretionary Grant	144,446	122,648
State Lottery	133,229	133,992
State Other	287,362	157,978
Local - donations	27,736	25,000
Local - other	20,000	23,000
Total Revenue	\$ 6,990,563	\$ 7,043,949
EXPENDITURES		
Personnel Costs		
Certificated Salaries	\$ 2,969,680	\$ 3,068,927
Certificated Increase/Decrease	0	0
Certificated Total	\$ 2,969,680	\$ 3,068,927
Classified Salaries	\$ 810,453	\$ 826,662
Classified Increase/Decrease	0	0
Classified Total	\$ 810,453	\$ 826,662
Benefits	\$ 1,073,688	\$ 1,150,936
Total Personnel Costs	\$ 4,853,821	\$ 5,046,525
Program Costs		
Books and Supplies	\$ 274,320	\$ 236,486
Services	1,296,314	1,328,945
Facility Lease	328,775	343,465
NCSOS Oversight	60,935	62,922
NCSOS Business Services	254,557	256,595
Capital Outlay	0	0
Debt Services	0	0
Total Program Costs	\$ 2,214,901	\$ 2,228,413
Total Expenses	\$ 7,068,722	\$ 7,274,938
Net Increase/Decrease	\$ (78,159)	\$ (230,989)
Beginning Balance	\$ 2,665,608	\$ 2,565,449
Ending Balance	\$ 2,565,449	\$ 2,334,460
Revolving/Clearing	\$ 2,600	\$ 2,600
Required Reserve (5%)	353,436	363,747
SE Reserve	141,374	145,499
PY Prop 39	108,768	159,272
Additional Reserves	800,000	800,000
Building Project Reserve	600,000	600,000
Unappropriated Fund Balance	\$ 559,270	\$ 263,342

Charter Council Approved: May 31, 2017

FOREST CHARTER SCHOOL
Multi-Year Projections
Adopted 2017-2018

	Adopted		Year 2		Year 3
	2017-2018		2018-2019		2019-2020
ENROLLMENT	755		760		765
ADA	739.00		745.00		750.00
REVENUE					
LCFF	\$ 4,670,205		\$ 4,986,538		\$ 5,248,035
Prop 30 EPA	967,989		890,991		896,971
In-Lieu Property Taxes	659,510		659,510		659,510
Total LCFF	\$ 6,297,704		\$ 6,537,039		\$ 6,804,516
Federal Revenue - Other	\$ -				
SELPA - Federal (3310)	67,127		67,127		67,127
SELPA - State (6500)	159,723		159,723		159,723
Mental Health (6512)	38,574		38,754		38,754
Mandate Block Grant	\$14/\$42 18,203		\$14/\$42 20,720		\$14/\$42 20,720
One-Time Discretionary Grant	\$ 173 122,648		0		0
State Lottery	\$ 189 133,992		\$ 189 139,671		\$ 189 140,805
State Other	157,978		157,978		157,978
Local - Donations	25,000		27,000		27,000
Local - Interest	23,000		24,000		25,000
Total Revenue	\$ 7,043,949		\$ 7,172,012		\$ 7,441,623
EXPENDITURES					
Personnel Costs					
FTE			FTE		FTE
Certificated Salaries	40.0 \$ 3,068,927		40.2 \$ 3,114,534		40.4 \$ 3,207,970
Certificated Increase/Decrease	0		0%		0%
Certificated Total	\$ 3,068,927		\$ 3,114,534		\$ 3,207,970
Classified Salaries	10.0 \$ 826,662		10.0 \$ 843,195		10.0 \$ 860,059
Classified Increase/Decrease	0		0%		0%
Classified Total	\$ 826,662		\$ 843,195		\$ 860,059
Benefits	\$ 1,150,936		\$ 1,214,778		\$ 1,308,077
Total Personnel Costs	\$ 5,046,525		\$ 5,172,507		\$ 5,376,106
Program Costs					
Books and Supplies	\$ 236,486		1% \$ 238,851		1% \$ 241,239
Services	1,328,945		1,100,479		1,111,484
Facility Lease	343,465		348,838		353,838
NCSOs Oversight	1% 62,922		1% 65,370		1% 68,045
NCSOs Business Services	4% 256,595		4% 262,310		4% 273,009
Capital Outlay					
Debt Services					
Total Program Costs	\$ 2,228,413		\$ 2,015,849		\$ 2,047,616
Total Expenses	\$ 7,274,938		\$ 7,188,355		\$ 7,423,722
Other Transfers In/Out	\$ -		\$ -		\$ -
Net Increase/Decrease	\$ (230,989)		\$ (16,343)		\$ 17,901
Beginning Balance	\$ 2,565,449		\$ 2,334,460		\$ 2,318,117
Ending Balance	\$ 2,334,460		\$ 2,318,117		\$ 2,336,018
Revolving/Clearing	\$ 2,600		\$ 2,600		\$ 2,600
Required Reserve	5% 363,747		5% 359,418		5% 371,186
Special Ed	2% 145,499		2% 143,767		2% 148,474
PY Prop 39	159,272				-
Additional Reserves	800,000		800,000		800,000
Building Project Reserve	600,000		600,000		600,000
STRS/PERS Reserves			60,000		60,000
Other					
Unappropriated Fund Balance	\$ 263,342		\$ 352,332		\$ 353,757

Narrative/Comments:

Year 1 - Revenue based on SSC LCFF calculator and include one-time grant funds of \$122,648; ADA at 739
Expenses reflect balance of College Readiness of \$67,250; balance of Energy Funds of \$54,384;
balance of Professional Develop of \$29,158; STRS costs increase to 14.43%; PERS costs increased to 15.53%
computer replacement and curriculum rotation implemented; Step increases to all EOM staff and 10th of Month block class
instructors; Required Reserve of 5%; increase in special education encroachment from prior year 2nd Interim of \$157,376;
New ST hires of 1.4 FTE; No H.S.A. contribution

Year 2 - Revenue based on SSC LCFF calculator; ADA growth to 745; **Expenses** reflect EOM Step increases;
Credentialed staff increase of .2 FTE; STRS/PERS Support of \$60,000 reserved in Ending Fund Balance;
College Readiness funds in expense only and reflected in Ending Fund Balance; No H.S.A. contribution scheduled;

Year 3 - Revenue based on SSC LCFF calculator; ADA growth to 750; **Expenses** reflect EOM step increase;
Credentialed staff increase of .2 FTE; STRS/PERS Support of \$60,000 reserved in Ending Fund Balance;

Charter Council Approved: May 31, 2017

NC High School Block Class Schedule 2017-2018

8/21/17

<u>Redwood (12)</u>		<u>Ponderosa (11)</u>		<u>MultiPurpose</u>		<u>Sequoia (7)</u>		<u>Cedar (8)</u>		<u>Computer Lab (5)</u>	
Tuesday	Thursday	Tuesday	Thursday	Tuesday	Thursday	Tuesday	Thursday	Tuesday	Thursday	Tuesday	Thursday
Integrated Science I 9:00-9:55 Bethany K.	Integrated Science I 9:00-9:55 Bethany K.	GSA Geometry 9:00-9:55 Joan N.	GSA Geometry 9:00-9:55 Joan N.		Art 9:00-9:55 Denise Wey	English 9/10 9:00-9:55 Dawn Anthony	Contemp Skills 9:00-9:55 Jim Adams	Algebra II 9:00-9:55 Colleen Manuola	Algebra II 9:00-9:55 Colleen Manuola	Study Hall 9:00-9:55 Math Lab Heather B.	Study Hall 9:00-9:55 Math Lab Heather B.
Study Hall 10:00-10:55	Study Hall 10:00-10:55	Geometry 10:00-10:55 Joan Naszady	Geometry 10:00-10:55 Joan Naszady	Chorus 10:00-10:55 Beverly Marks	Chorus 10:00-10:55 Beverly Marks	English 11/12 10:00-10:55 Katy B.	U.S. History	Algebra II 10:00-10:55 Colleen Manuola	Algebra II 10:00-10:55 Colleen Manuola	Pre-Algebra 10:00-10:55 Heather Buck	Pre-Algebra 10:00-10:55 Heather Buck
Conceptual Physics 11:00-11:55 Bethany Knott	Conceptual Physics 11:00-11:55 Bethany Knott	Transition to Algebra II 11:00-11:55 Bridget Priest	Transition to Algebra II 11:00-11:55 Bridget Priest	Art 11:00-11:55 (Tues only) Valerie Stuart	Art 11:00-11:55 (Thur only) Denise Wey	English 9/10 11:00-11:55 Dawn Anthony		Pre-Calculus 11:00-11:55 Colleen Manuola	Pre-Calculus 11:00-11:55 Colleen Manuola	Study Hall 11:00-11:55 Writing Lab Katy Baggett	Study Hall 11:00-11:55 Writing Lab Katy Baggett
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Integrated Science II 12:35-1:30 Nancy Markson	Integrated Science II 12:35-1:30 Nancy Markson	Spanish I 12:35-1:30 Josefa Azorin	Spanish I 12:35-1:30 Josefa Azorin	Drama 12:35-1:30 Scott Namanny	Drama 12:35-1:30 Scott Namanny	English 11/12 12:35-1:30 Katy Baggett	World History	Calculus 12:35-1:30 Colleen Manuola	Calculus 12:35-1:30 Colleen Manuola	Study Hall 12:35-1:30 Writing Lab Katy Baggett	Study Hall 12:35-1:30 Writing Lab Katy Baggett
		Spanish II 1:35-2:30 Josefa Azorin	Spanish II 1:35-2:30 Josefa Azorin	Art Lab 2:00-4:30	Beginning Guitar 1:35-2:30 Scott Namanny	Creative Writing (Beg) 1:35-2:30 Kirsten Casey	Sara Keller	Algebra I 1:35-2:30 Emma Goldbeck	Algebra I 1:35-2:30 Emma Goldbeck	Study Hall 1:35-2:30	Study Hall 1:35-2:30
Chemistry 2:35-3:30 Nancy Markson	Chemistry 2:35-3:30 Nancy Markson	Spanish Convers. Café 2:35-3:30		Rosie Ayala	Band 2:35-3:30 Scott Namanny	Creative Writing (Adv) 2:35-3:30 Kirsten Casey	Government 2:15-3:10 Paul Simoes	Writing Lab 2:35-3:30 Dawn Anthony	Math Lab 2:35-3:30 Colleen Manuola	Study Hall 2:35-3:30	Study Hall 2:35-3:30
							Government 3:15-4:10 Paul Simoes				
								Yearbook 3:35-4:30 Scott Namanny			

College Advisory: Monday 2:00-2:55 Sequoia Room - Dawn
 Biology Lab: Friday 12:30-2:30 Redwood Room - Katie Burns

Photography: Mon & Wed 3:15-4:30 Josh Miller - Computer Lab
 Chemistry Lab: Friday 1:45-3:45 Redwood Room - Katie Burns

Forest Charter School
Fall 2017 K-8 Wednesday Block Classes
Nevada City Learning Center 470 Searls Ave. Nevada City

Schedule	Maple	Spruce	Oak	Pine	Computer Lab	Sequoia	Cedar	Multi-Purpose Rm	Outside
9:00-9:55	K Class Paulette Sand-Gilbert	Knitting & Handwork 4-8 Deanna Ronningen		Math & Science Games & Activities 3-5 Joan Naszady	Keyboarding & Computer Skills 3-8 Julie Siegenthaler	Artists In Action 3-5 Kaleen Ojeda-Chatigny	Art 1-2 Denise Wey	Skill Games 6-8 Izzi Toolinsky	Fitness & Games 1-2 Celeste Wingerd
10:00-10:55	K Class Paulette Sand-Gilbert	Knitting & Handwork 1-3 Deanna Ronningen	Sewing 5-8 Celeste Wingerd	Math & Science Games & Activities 1-2 Joan Naszady	Microsoft Office 4-8 Julie Siegenthaler	Artists In Action 1-2 Kaleen Ojeda-Chatigny	Art 3-5 Denise Wey	Skill Games 3-5 Izzi Toolinsky	
11:00-11:55	K Class Paulette Sand-Gilbert	Music & Movement 1-5 Shawna Frazer	Sewing 1-4 Celeste Wingerd	Field Ecology & Life Science 4-8 Joan Naszady	Countries & Cultures Around the World 3-5 Julie Marks	Speech & Debate 5-8 Scott Namanny	Art 6-8 Denise Wey	Storytelling & Skill Games 1-2 Izzi Toolinsky	
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:30	K Class Kaleen Ojeda-Chatigny	PSC: Jump, Join, Thrive 1-2 Celeste Wingerd	Guitar 3-8 Scott Namanny	STEM Chemistry & Physics Math & Engineering 6-8 Julie Siegenthaler	Countries & Cultures Around the World 1-2 Julie Marks	Creative Writing 3-5 Kirsten Casey	Jewelry 6-8 Denise Wey	Drama 6-8 Shawna Frazer	Fitness & Games 3-5 Linda Katz
1:35-2:30	Tumbling K-2 Shelly Jones	PSC: Jump, Join, Thrive 3-5 Celeste Wingerd	Drama K-2 Scott Namanny	Spanish 3-8 Lorena Chappuzeau		Creative Writing 6-8 Kirsten Casey		Drama 3-5 Shawna Frazer	Fitness & Games 6-8 Linda Katz

Classes Begin Wednesday August 30th 2017

**Forest Charter School
Co-op Schedule – Nevada City**

Room	Maple	Spruce	Oak	Pine	Ponderosa	Redwood
Monday	PACE K-2 9:00-1:00	PACE 3-5 9:00-1:00	PACE 6-8 9:00-1:30	PACE 6-8 9:00-1:30	Global Studies 9:00-2:50	Global Studies 9:00-2:50
Tuesday	PACE K-2 9:00-1:00	PACE 3-5 9:00-1:00	PACE 6-8 9:00-1:30	PACE 6-8 9:00-1:30	---	---
Wednesday	---	---	---	---	Global Studies 9:30-2:40	Global Studies 9:30-2:40
Thursday	PACE K-2 9:00-1:00	PACE 3-5 9:00-1:00	PACE 6-8 9:00-1:30	PACE 6-8 9:00-1:30	---	---

Forest Charter School – Truckee Center High School Class Schedule – Fall 2017

Room	Monday	Tuesday	Wednesday	Thursday
Castle Peak	Anatomy and Physiology Kilgore 8:30-9:45	HS Art Eggers 8:30-9:30	Anatomy and Physiology Kilgore 8:30-9:45	HS Art Eggers 8:30-9:30
Muir				
Cedar		English 9 Connolly 8:30-9:30		English 9 Connolly 8:30-9:30
Castle Peak	Spanish 1 Raymore 9:50-11:05	World History Robinette 9:35-10:35	Spanish 1 Raymore 9:50-11:05	World History Robinette 9:35-10:35
Muir	Algebra 1 Gallagher 9:50-11:05	English 9 Connolly 9:35-10:35	Algebra 1 Gallagher 9:50-11:05	English 9 Connolly 9:35-10:35
Cedar	Pre-Calculus S. Quine 9:50-11:05	US History G. Quine 9:35-10:35	Pre-Calculus S. Quine 9:50-11:05	US History G. Quine 9:35-10:35
Lunch	HS Lunch 11:05-11:35		HS Lunch 11:05-11:35	
Castle Peak	Biology Kilgore 11:35-12:50	English 10 Connolly 10:40-11:40	Biology Kilgore 11:35-12:50	English 10 Connolly 10:40-11:40
Muir	Algebra 2 Gallagher 11:35-12:50	Geography S. Quine 10:40-11:40	Algebra 2 Gallagher 11:35-12:50	Geography S. Quine 10:40-11:40
Cedar	AP Calculus S. Quine 11:35-12:50	Government G. Quine 10:40-11:40	AP Calculus S. Quine 11:35-12:50	Government G. Quine 10:40-11:40
Lunch		HS Lunch 11:40-12:10		HS Lunch 11:40-12:10
Castle Peak	Chemistry Kilgore 12:55-2:10	Environmental Science Gallagher 12:10-1:10	Chemistry Kilgore 12:55-2:10	Environmental Science Gallagher 12:10-1:10
Muir	Geometry Gallagher 12:55-2:10	English 11 Connolly 12:10-1:10	Geometry Gallagher 12:55-2:10	English 11 Connolly 12:10-1:10
Cedar	Pre-Algebra Browning 12:55-2:10	Math Lab 3-4 S. Quine 12:10-1:10	Pre-Algebra Browning 12:55-2:10	College Advisory Eggers 12:10-1:10
Castle Peak	Spanish 2 Raymore 2:15-3:15	Instrumental Music 1, 2 Hurley 1:15-2:15	Spanish 2 Raymore 2:15-3:15	Instrumental Music 1, 2 Hurley 1:15-2:15
Muir		Geography S. Quine 1:15-2:15		Geography S. Quine 1:15-2:15
Cedar		English 12 Connolly 1:15-2:15	Career Advisory Starts October/Eggers 2:15-3:15	English 12 Connolly 1:15-2:15
Aspen				Math Lab1/2 Gallagher 1:15-2:15
Cedar		Instrumental Music 3, 4 Hurley 2:20-3:20		Instrumental Music 3, 4 Hurley 2:20-3:20
Muir		Math Lab 1/2 Gallagher 2:20-3:20		

**Forest Charter School
Co-op Schedule – Truckee**

Room	Sugar Pine	Raven's Nest	Eagle's Nest	Aspen	Mt Rose
Monday	Tree Top Co-op K-2	Tree Top Co-op 3-4	Tree Top Co-op 5-6	Tree Top Co-op 7-8	Tree Top Co-op 7-8
Tuesday	Tree Top Co-op K-2	Tree Top Co-op 3-4	Tree Top Co-op 5-6	Tree Top Co-op 7-8	Tree Top Co-op 7-8
Wednesday	Tree Top Co-op K-2	Tree Top Co-op 3-4	Tree Top Co-op 5-6	Tree Top Co-op 7-8	Tree Top Co-op 7-8
Thursday	Tree Top Co-op Enrichment	Tree Top Co-op Enrichment	Tree Top Co-op Enrichment	Tree Top Co-op Enrichment	Tree Top Co-op Enrichment

**Forest Charter School
Co-op Schedule – Foresthill**

Room	Classroom A	Classroom B	Classroom C	Annex	MP Room
Monday	Core Subjects 8:15-11:45 Enrichment 12:15-2:15	Core Subjects 8:15-11:45 Enrichment 12:15-2:15	Core Subjects 8:15-11:45 Enrichment 12:15-2:15	Grades 1-2 Art 9:00 -9:55	Enrichment 12:15-2:15
Tuesday	Core Subjects 8:30-11:45 Enrichment 12:15-2:15	Core Subjects 8:15-11:45 Enrichment 12:15-2:15	Core Subjects 8:15-11:45 Enrichment 12:15-2:15	Grade K Art 9:00-9:55	Enrichment 12:15-2:15
Thursday	Core Subjects 8:15-2:15	Core Subjects 8:15-2:15	Core Subjects 8:15-2:15 <i>Kindergarten dismissed 11:45</i>	---	---

RTI Process - Early intervention

Goal: To identify and support students in their academic needs

Tools for Early identification:

- ST observation
- Block Class Instructor observation
- Parent observation
- Benchmark assessments
- LGL or other online assessment
- Other assessments
- CAASPP test results

Possible Team Members for SST

- SST Coordinator
- Student's Supervising Teacher
- Other Supervising Teachers (Department Heads, Other)
- Special Education Members

Process for SST Meetings

Preparation:

- Student is referred to the SST Coordinator by ST with referral and documentation
- Parent and Supervising Teacher fill out their referral forms before the scheduled meeting.
- Referring ST and SST Coordinator will hold a "who-to-invite" conversation to determine staff who can best support the student (by phone, email, or face-to-face).
 - First Meeting Team consists of ST, SST Coordinator, parent(s), and student
 - Team may decide that meeting is best held without student in special cases
 - In special cases a SPED team member(s) is invited if deemed appropriate
- SST Coordinator will organize a meeting with the family and ST.

First Meeting

- Team meets to discuss concerns and support
- Specific strategies and goals are created
- Intervention(s) are listed identifying who does what in order to reach the goals
- The SST team makes a preliminary decision on how to measure progress
- Date and time are set for the second/ follow up meeting

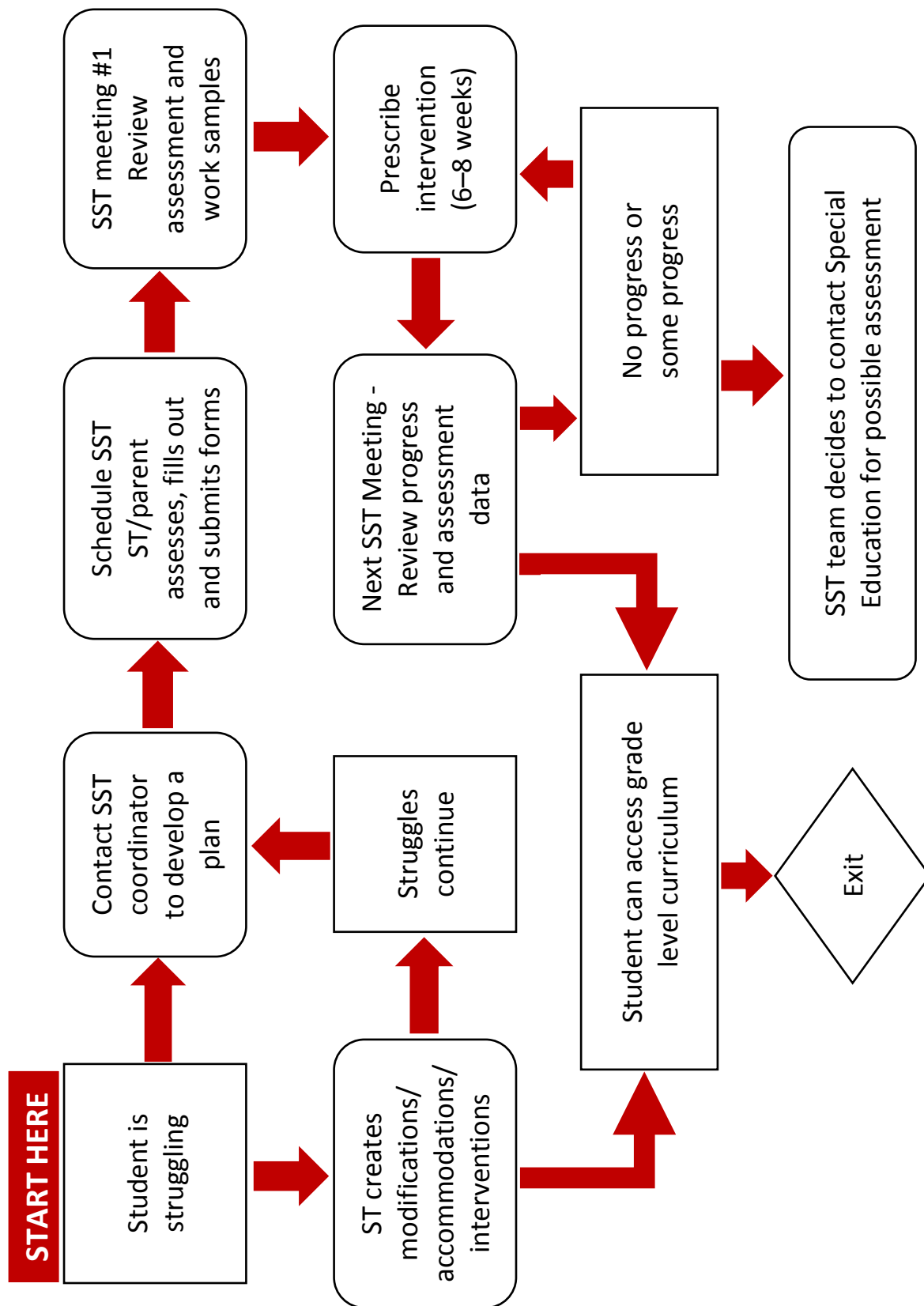
Second Meeting

- Meet with "First Meeting Team" again
- Possibly invite additional team members or get a written consultation from other staff
- Discuss the student's progress given the recommended intervention(s) and document results
- Add new interventions if appropriate.
- Set an additional follow-up time/meeting

Third and subsequent meetings:

- Meet again with original team and additional staff members if appropriate
- Continue to assess progress with given interventions.
- If interventions are accelerating the student's progress celebrate success and encourage student to continue working
- If SST and ST do not think general ed interventions are helping student contact Special Ed staff
- Invite appropriate Special Ed staff if appropriate
- After this meeting, the SST team can decide to refer student to Special Education to assess if student qualifies for Special Ed. services
- Continue to offer SST meetings until student is accessing grade level education as measured by grades, benchmark or test scores, attitudes and engagement

FCS Intervention Process



Links to Forest Charter School Documents

Approved AP course list:

<https://apcourseaudit.epiconline.org/ledger/search.php>

UC a–g approved course list:

<https://hs-articulation.ucop.edu/agcourselist - /list/details/4210/>

School Accountability Report Card (SARC):

[https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2016
School Accountability Report Card CDE Forest Charter School 20170124.pdf](https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2016_School_Accountability_Report_Card_CDE_Forest_Charter_School_20170124.pdf)

Single Plan for Student Achievement:

[https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2016
Single Plan.pdf](https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2016_Single_Plan.pdf)

Local Control and Accountability Plan (LCAP):

[https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2017
FCS FINAL LCAP.pdf](https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2017_FCS_FINAL_LCAP.pdf)