

Forest Charter School SELF-STUDY REPORT

**470 Searls Avenue
Nevada City, CA 95959**

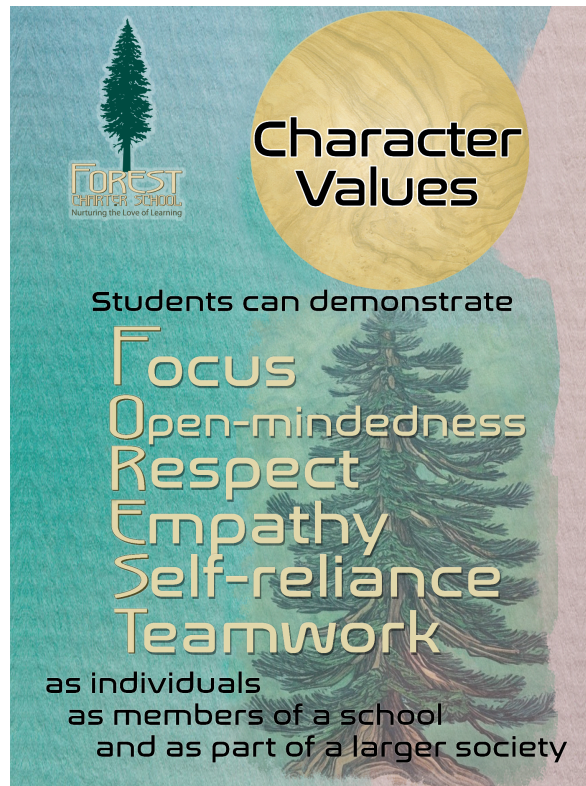
November 6-8, 2023

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**



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Introduction (1-2 pages maximum)

- Provide a brief background of the school, a concise description of programs offered, and a description or list of school-wide strategies that promote diversity, equity, and inclusion.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

This self-study process will be Forest Charter School's fourth and will take place in the school's twenty-first year in existence. This personalized learning program is committed to nurturing the love of learning in all students through choices and opportunities in education. The vision of Forest Charter School (FCS) is to honor the student's individuality by creating a unique program for each student, using a wide selection of materials and approaches. This inclusive approach is a collaboration of staff, parents, students, and community that takes each student's personalized style, interests, abilities, and goals into consideration.

Forest Charter School is available to all students of legal TK-12 grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Once enrolled, each student is assigned a supervising teacher (ST) who conducts assessments and diagnostics as needed in order to guide the student's placement in appropriate curriculum. 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. Program options may include any of the following.

Independent Study

Students meet with their ST monthly (or more often as needed) to turn in work, receive corrections and guidance, and to pick up new assignments. (New families and students who are struggling are required to meet weekly until both the family and the ST agree this more frequent meeting is no longer necessary.)

Learning Center High School Classes (Block Classes) [Nevada City](#) and [Truckee](#)

Students may choose to enroll in individual learning center classes (block classes) led by credentialed teachers for some of their coursework. These teachers and classes provide specialized instruction in given subjects. These part-time, site-based courses support a student's independent study program; the majority of work is done by students outside of class.

Cooperatives (Co-ops) - [Nevada City](#), [Truckee](#), & [Foresthill](#)

K-8 students may choose to join cooperatives, which provide classroom instruction two or three times a week in most or all core subject areas. These multi-grade groups provide a sense of community to the students who comprise each co-op. Again, even in these site-based courses, the majority of work is done by students outside of class.

**Online Classes - Online Course Providers**

Students may take up to two courses per semester from online providers such as UC Scout, Edgenuity, eDynamic Learning, or BYU in alignment with our [online course provider policy](#). These courses are A-G approved.

Community College ([Dual Enrollment](#))

FCS students, with approval of an FCS College & Career Advisor, are allowed to enroll in one or two courses per semester at a California community college. Most students take their courses from Sierra College, but more students are opting to take online Dual enrollment classes from any number of CA community colleges.

Career Technical Education (CTE)

Students may pursue online CTE courses from eDynamic, or they may choose to enroll in the Entrepreneurship course offered on the FCS campus as part of a dual enrollment agreement with Sierra College. Students are encouraged to explore and complete one from among the four Career pathways available to FCS students.

Community Vendors

Students at Forest Charter have a number of options for completing coursework with community vendors in our area. These vendors are interviewed, approved, and registered with FCS to provide instruction, internships, and field trip opportunities for students. Examples include driving schools, martial arts centers, art studios, tutors, and much more.

SELF STUDY PROCESS

This year's self study began in earnest with a review and updating of the [Learning Goals](#) (LGs), formerly known as the ESLRs. The faculty, staff, and administration, over several meetings, broke into small working groups to generate the newest version of the goals in draft form. The process was positive, collegial, and remarkably smooth, likely due in part to the familiarity of the staff with the school's mission and goals. Most who work at FCS understand the nature of the program and the goals that provide the foundation of the program. Those LGs were then brought to the Faculty Council for review and refinement before submission to the Charter Council for input and approval.

The Forest Charter School [Mission Statement](#) went through a similar process. The administrative team and the Faculty Council reviewed and updated the Mission Statement, which then went to the full staff and faculty for input and approval. Final versions of both the Learning Goals and the Mission Statement have been posted on the FCS website as well as sent out to the entire school community through the bi-monthly newsletter.



Forest Charter School's unique personalized learning structure required an adaptation to enhance the WASC self-study 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 than in traditional school programs. Since this adaptation was approved by WASC and worked well in the previous self studies, the administration decided to apply it once again in this self-study. The groups are diverse, reflect the range of functions and expertise at the school, and they work well to inform the process of self-study. There are teachers from all grade levels and staff in each of the criterion groups, and all five of the groups have solicited parent and student feedback via surveys and interviews.



Chapter 1: Progress Report (2-5 pages maximum)

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the school-wide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current school-wide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last full self-study and all intervening visits.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
- Comment on why any growth areas for continuous improvement are not in the current school-wide action plan/SPSA.

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Updates to student learning goals and mission statement

Forest Charter updated its Learning Goals and Mission Statement. Student progress on these goals is evaluated through staff observations of student behavior and student work. Further, FCS is launching Kelvin this year which will allow us to quickly survey students on topics such as empathy and perseverance via their chromebooks throughout the year. Forest Charter supports these goals by providing specific training for staff in areas such as social emotional learning, trauma informed education, and working with students with disabilities. Further, FCS has built a nurturing culture founded in restorative practices that support these goals.

Technological/Time Saving improvements

Two changes since the prior self-study have been the adoption of online enrollment and online master agreements. Having families submit the required enrollment paperwork online has streamlined the process allowing teachers and families to begin school work sooner. Several other time-saving changes since the last self-study include shifting to year-long master agreements, moving to online learning records, and a reduction of learning periods from eleven to nine. All of these changes were aimed at streamlining the required paperwork, and generating more time for STs to support students. This gain in efficiency also allows teachers the time to hold required weekly meetings with new and struggling students. These meetings are critical to supporting students and families as they transition to a personalized learning school, and help supervising teachers identify students of concern which is often the first step in our intervention process and ultimately supports goal #1.

Changes in Administrative Team

At the end of the 2022-23 school year, FCS's Academic Dean retired. The college and career advisor has stepped in and created a very smooth transition. This is an important role in a WASC year as the Academic Dean acts as the WASC leader.

**New Benchmark Assessments**

Beginning in the 2021-22 school year, Forest Charter moved on from NWEA and adopted iReady as its benchmark assessment tool. This decision was made because the scores were easier for parents to understand and iReady has curriculum attached to its diagnostic assessments that targets areas students struggle with during the diagnostic. Further, the format of the diagnostic is good practice for the CAASPP assessment. Both the targeted curriculum as well as the iReady format support goal #1.

Programmatic Changes

In fall of 2022, FCS's Global Studies high school program in Nevada City closed as a result of the teachers resigning to pursue personal goals. Rather than re-staffing that program, administration decided to use it as an opportunity to create a more robust high school block class program at the Nevada City site. To accomplish this, FCS expanded its offerings to three days a week (Monday, Tuesday, and Thursday) which allowed it to add more support classes such as writing and math labs. Further, it allowed FCS to have students on campus one more day a week, which created opportunities for STs to connect with their students more often than with a two day a week program. This fall (2023), in Truckee, FCS decided to streamline the high school block program from four days a week to three days a week in order to provide more time for the STs to meet individually with all their students, including their IS students not taking block classes.

Comment on the process for implementing and monitoring the school-wide action plan/SPSA aligned with LCAP goals.

The administrative leadership team (consisting of the Academic Dean, the three assistant directors and the business director) meets continuously throughout the year. The Executive Director delegates certain aspects of the action plan to the appropriate administrator and frequently checks in on progress, advises on direction, and provides support as needed. Regular WASC updates are reported to the governing board, and at the end of the school year, the Academic Dean and the Executive Director review and document progress on the action plan. Note: Forest Charter does not have a SPSA.



Summarize progress on each section of the current school-wide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last full self-study and all intervening visits.

WASC Goal #1 (LCAP Goal #1) - The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math will increase annually.

Intervention Program Improvements: Most of FCS's efforts to improve proficiency focused on intervention programs since these students typically test below grade level in CAASPP.

- New benchmark assessment tool - iReady. This benchmark is taken three times per year. iReady includes an intervention curriculum that targets areas of growth based on the iReady diagnostic (assessment).
- Students of Concern meetings - These are regular meetings between supervising teachers and admin to discuss any students with whom they are concerned. This can lead to a variety of next steps in our [tiered intervention process](#), including the use of our [FCS recommended K-8 intervention curriculum](#).
- Extra tutoring budgets provided to allow students to work with school approved tutors on an as needed basis. This need is usually determined by the ST, the administration, a parent request, and/or the SST team.
- Expanded math and writing labs during the high school block classes in [Nevada City](#) and [Truckee](#) - these are available for drop in or the ST can sign up their students and their attendance is tracked.

Impact

- iReady allowed FCS to measure growth throughout the year and to assign specific iReady intervention curriculum based on iReady diagnostics. iReady data also allows the special ed department and STs to work more efficiently and effectively to support student growth by providing clear information about student strengths, areas for growth, and progress.
- Students of concern meetings identified students in need of support earlier which allowed staff to move through the tiered intervention process more efficiently.
- Extra tutoring and math/writing labs provided academic support for students

Academic Enhancements

- Provided in-house training to supervising teachers (3/25/2022 Staff Meeting): High school curriculum, reading intervention, technology, iReady curriculum
- Subject experts (and department chairs) were encouraged to share their curriculum in a staff google drive for all supervising teachers to use
- Improved FCS's [A-G list](#) by adding honors classes, more VAPA options, second year elective classes, and online course provider courses
- Hired a data analysis company (Parsec Education)
- Approved [online course publisher policy](#) articulating approved online vendors.



Impact

- Collaboration between colleagues and sharing curriculum created by subject experts helped teachers working in an independent study program provide better academic support for their students
- The school's expanded A-G list provides more access to UC/CSU requirements in order to open more opportunities for college-bound students
- Parsec education helps FCS staff better break down and understand student data which enables staff to identify clear areas for improvement.
- Online course publishers provide A-G approved classes that:
 - are academically rigorous in areas of study that are difficult to take through independent study (such as world languages or upper level science and math)
 - expand FCS's course catalog options, particularly for elective and academic elective options
 - allow students a rigorous and relevant curriculum if they are unable to attend classes on campus (for reasons such as vaccination status, distance from campus, etc.)
 - allow students additional class offerings when students have a block class scheduling conflict.

Goal #2 (LCAP Goal #2) - Forest Charter School will maintain its positive school climate. SEL and Mental Health

- In 2022, FCS began the year with an implicit bias training for the whole staff.
- FCS has provided ongoing trauma informed education training at staff meetings.
- A team of staff attended SEL professional development through the county office of education. This team brought back lessons and materials to share at staff meetings. 2023-24 is the third year participating in this program.
- Offered [student mental health screenings by What's Up Wellness](#), a local non-profit working in partnership with Nevada County behavioral health to identify students in need of mental health support.
- Added two mental health counselors in Nevada City and one mental health counselor in Truckee. These counselors also help support mental health needs in Foresthill.
- Created a Wellness Lab for students in Nevada City in the 2022-23 school year
- Added a behavior specialist in the 2022-23 school year to serve all FCS campuses
- Created the FCS Wellness Committee, comprised of the faculty, staff, and special education team, to support the emotional health of the school staff
 - This group provided walking groups, self-care advice, goodie bags for staff, social events, meals, and monitored the stress levels of all faculty and staff. When a staff member self-identified as having a high stress level, the mental health counselors would conduct a check in to offer support.



Impact

- SEL, trauma informed education, and implicit bias trainings provided information and techniques that staff could use to help students feel safe in the classroom, develop awareness of their own emotional growth, and deal with anxiety.
 - Staff work to implement these practices with students and families.
- The mental health screenings, mental health counselors, and the wellness lab all helped provide mental health support for students dealing with anxiety, which spiked during Covid.
- The wellness committee was formed to provide support and care for staff who were dealing with emotional fallout from Covid. The activities helped build camaraderie and opportunities for stress relief during a difficult time.

Student/school connection to aid Covid Recovery

- An effort has been made to revive student activities and traditions
 - Prom, field trips, “Lunch Bunch” gatherings, concerts, clubs, and back to school events and assemblies with games and presentations from outside groups.
 - We had a programmatic change in Nevada City that increased the number of high school class days.

Impact

- Forest Charter expanded its club offerings during the 2022-23 school year to help build community and to help re-engage students after Covid. FCS ran five clubs in Nevada City during 2022-23: Music, The Lunch Bunch, Leadership, Community Service, Safe-Tea, and Queer Alliance.
- Increasing classes to three days per week helped increase student learning opportunities as well as participation in activities and clubs.

Safety Plan

- Thorough update of the safety plan
- Walkie Talkies added to rooms at all learning centers
- Improved training for school reunification plan

Impact

- Safety trainings have helped staff feel confident if the need for an emergency arises.
 - During 2022-23 the Truckee learning center used the evacuation plan due to snow loads that were causing internal walls to crack. (Ultimately, the building was deemed safe.)



Goal #3 - Forest Charter School will develop formal CTE options.

Progress

- The initial introduction of the first CTE courses at Forest Charter was delayed one semester from the fall of 2020 to the spring of 2021 due to the pandemic.
- FCS began with three CTE pathways: Public Safety, Entrepreneurship, and Hospitality.
- A fourth pathway, Game Design, was added in the fall of 2022
- Courses in these pathways are offered online through eDynamic
- These courses are available to FCS high school students at all learning centers.
- FCS worked in partnership with Nevada County Office of Education on a grant initiative allowing FCS to offer an on-site CTE class (Entrepreneurship) in the fall of 2022
 - Entrepreneurship is offered as a dual enrollment course through Sierra College
 - The class is taught at the Nevada City Learning Center as part of the regular block class schedule with a grant funded instructor.

Impact

- Enrollment in these courses has grown slowly, and students are still getting familiar with the eDynamic platform and style.
- Enrollment in on-site CTE class in Nevada City:
 - 2022-23 - 10 students
 - 2023-24 - 12 students
- Projected number of completers in June 2024: 4 students
- Ultimately the CTE pathways will create an additional way for students to graduate and meet the college and career readiness indicator.

Goal #4 - Forest Charter School will support a more thorough integration of chromebooks into the curriculum

Progress

- Chromebooks are automatically supplied to students in grade 6-12 taking on-site high school classes or enrolled in co-ops and are available to all students via their [instructional budget](#).
- FCS offers hotspots to students
- Chromebooks have been integrated into numerous aspects of daily instruction
 - Google Classroom for block classes and IS students
 - Expanded tutoring/support opportunities using Zoom
 - Work samples and attendance
 - Online curriculums (e.g. CommonLit, Spanish, Social studies, etc)
 - Online Course Providers (e.g. UC Scout, BYU, etc)
 - Community college classes
 - Benchmark assessments and curriculum
 - Improved class and school communication
 - Digital testing (PSAT, AP, BYU, UC Scout, etc)



- College applications and financial aid
- Library resources
- Special ed curriculum

Impact

- Currently, there are over 500 chromebooks checked out to students.
- 26 hotspots are available for check out to provide access for students using chromebooks (All 26 hotspots were used during Covid, 4 are currently being used.)
- CommonLit allows students to access a nearly unlimited and regularly updated collection of novel pairings, excerpts, assignments, and more in multiple languages.
- Chrombooks have allowed easier access to Sierra College online classes, iReady diagnostics and curriculum, family check-in meetings, synchronous learning opportunities, [online course providers](#), and a variety of on-line tutoring options.
- In 2021-22 and 2022-23 Chrombooks allowed FCS to provide an online AP Calculus class taught by the math department chair which was offered to all students regardless of their geographic location. In 2023-24 we have not yet had any interest in AP Calculus, which follows FCS's typical AP Calculus enrollment rhythm.
 - FCS is piloting the same online structure with a Spanish class during the 2023-24 school year.

Goal #5 - Forest Charter School will increase student participation in the required State testing (CAASPP).

Progress

- 2018: FCS created a fact sheet for the STs to use and share with their students and families regarding the benefits to them and to the school of participating in CAASPP.
- The director followed up this document with a letter addressed to all FCS families reemphasizing the importance of CAASPP participation to all school stakeholders as well as the negative impact when they opt out of CAASPP.
- The Administration made personal phone calls to families who opted out of CAASPP.
- FCS adopted a strategy of promoting the term "state standards" when faculty, administration, or staff were discussing CAASPP. (The term Common Core caused some families to refuse to participate.) .
- Provide annual ST training about the importance of students participating in CAASPP and strategies for talking to families.
- In 2018 FCS employed a slower, more flexible testing schedule hoping to mitigate student burnout that might occur with a concentrated testing schedule. The hope was that this would reduce stress and make families more willing to participate. (We did not see a significant improvement in participation.)
- FCS offered incentives to students who performed well on the CAASPP assessments. Students who scored at or above grade level on these tests were allowed to skip the first local benchmark test the following year.



- This idea was abandoned when AB 1505 was passed which created a high stakes testing requirement for renewal.
- Small group testing sessions were set up in order to accommodate family schedules.
- In 2021-22, FCS restarted its efforts to rebuild its participation rates following Covid.
- Note: All CAASPP testing takes place at our learning centers proctored by staff.

Impact

- 2018 - the participation rate jumped from 82.75% to 91.3% in ELA and from 81.75% to 91.02% in Math.
- 2019 - the participation rate at FCS reached 95.5% in ELA and 94.3% in Math.
- 2020 - no CAASPP Testing
- 2021 - (Used NWEA) Participation rates: 79.8% in ELA and 79.4% in Math
- 2022 - participation rates were 90% in ELA and 88% in Math.
- 2023 - participation rates were 92.2% in ELA and 90.4% in Math.
 - Participation rates are once again trending up and hopefully will crest 95% in 2024.

Comment on why any growth areas for continuous improvement are not in the current school-wide action plan/SPSA.

All growth areas for continuous improvement are in the schoolwide action plan.



Chapter 2: School Profile and Supporting Data and Findings (3-5 pages maximum)

Develop a clear profile of your school and students using data and information. Include the following:

- Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the [ACS WASC/CDE School Profile Guide](#) for guidance.
- Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.
- Ensure the updated School Profile addresses the following:
 - Three years of data, if available.
 - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted. I.e., findings.
 - Include links to related profile materials at the end of the report.
 - Determine implications of the data, noting trends and patterns
 - Identify two to three major preliminary student learner needs based on the data
 - Determine 2-4 important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.

Student Enrollment & Demographics

Enrollment Data & Demographic Data

Current Data Trends

- FCS has had steady [enrollment over the last six years](#)
- FCS has strategically grown slowly from 733 in 2017-18 to 766 in the fall of 2023. The school's enrollment should continue to grow this fall.
- Over the last six years, Forest Charter has had an average enrollment of 747. Each fall the school must enroll an average of 270 new students. This is caused by normal attrition, 8th grade graduation (and students going to the local comprehensive high school), and high school graduation. Forest Charter School's stability rate ranged from 74.7 - 77.8% (2017-2022).
- Demographic data aligns with the other schools in the county and has remained mostly steady for years ([Enrollment and Demographic History](#))
- The number of Hispanic students is growing slowly and steadily, and it currently comprises 11.75% of the student population
- FCS usually has low numbers of English language learners and foster youth
- FCS serves approximately 44% socio-economically disadvantaged students; however, FCS is not a Title 1 school.
- During the 2022-23 school year, FCS's students with disabilities population grew from approximately 12% to 18%. (SWD population was 14% at CBEDS but we did a hand count in the spring 2023 which was 18%.) [Enrollment and Demographic Info 22-23](#)



Analysis

Forest Charter School's largest student groups are white, socio-economically disadvantaged, and students with disabilities. The sudden growth in the students with disabilities population has created challenges in special ed staffing, space for special ed staff, and more time for supervising teachers to support students with disabilities on independent study. However, FCS provides a safe and nurturing environment for this population of students. FCS's high mobility rate is reflected in other schools within our county.

Student Performance Data

CAASPP ELA and Math

Current Data Trends

The data analyzed as part of this self-study includes scores from 2018, 2019, and 2022, and the gap is a result of the disruptions and interruptions resulting from the Covid pandemic.

Three Year Data Trends ([3yr Overall](#), [3yr SWD](#), [3yr Hispanic](#), [3yr SED](#), [3yr white](#))

- The number of students in the “standard not met” in ELA category has decreased in the Hispanic student group by 2%, in the SED student group by 5%, in the SWD student group by 17%, and in the whole school by 5%.
- In Math the “standard not met” category has generally remained the same (Changing from 1% to 3%) in all student groups except for Hispanic where the change has been 5% .
- [CAASPP 2018, 2019, 2022 Student Group Results: Numbers Only](#)

Due to the impact of COVID on state assessments, FCS focused its data primarily on 2022 scores.

- [Overall](#) performance in the 2022 administration of CAASPP demonstrates an ELA proficiency rate of 50%, and math rate of 35%. The distance from standard was 0% for ELA, while the distance for math was -46.5%.
- In 2022 [Students With Disabilities](#) (SWD) achieved proficiency at 19% in ELA and 15% in math. The SWD distance from standard in ELA was -69.7% and was -119.2% in math.
- In 2022 FCS had twenty-nine valid scores among the [Hispanic](#) student group of 33 students. This group achieved ELA proficiency of 41%, while math proficiency averaged 24%. The distance from standard for ELA and math in the Hispanic group were -24.8% and -56.7% respectively.
- In 2022 the [Socio-Economically Disadvantaged](#) student group achieved proficiency in ELA of 39% and of 21% in math. The distance from standard was -17.4% in ELA and -80.5% in math.
- In 2022 the [White](#) student group achieved proficiency levels in ELA of 53% and of 40% in math. The distance from standard was 5.8% in ELA and -40% in math.

Analysis of CAASPP ELA and Math

- It is difficult to determine three year trends due to the gap in testing during COVID.
- When examining three year trends, FCS finds small improvements at the margins along with persistent challenges, especially in math. FCS's low stability rate



(compared to state data) may have an impact on the lack of significant gains in math proficiency, and staff continue to explore new approaches to address this issue. The data indicates the major areas of concern are the performance of Students with Disabilities, as well as math scores in general.

- Hispanic students in both math and ELA improved their distance from standard score from 2018-2022
- The persistent issues in math are most apparent among FCS student groups, especially SWD, while this same group is experiencing an upward trend in ELA scores. CAASPP scores indicate a clear need to focus on students with disabilities and socio-economically disadvantaged students in reading and math.
- The Distance From Standard measurement has shown growth for FCS in ELA, but math distances remain negative.
- While this data does point out areas of growth for the program, FCS's 2022 scores as a whole and by individual subjects, do surpass those of both California and Nevada County. ([2022 CAASPP-State, County, School Comparison of Percent Proficient](#))

NWEA - Benchmark Assessment

Up until the 2021-22 school year, FCS used NWEA as its benchmark assessment. After some years with this program, FCS decided that it was not satisfied with the information obtained from the assessments: The projected CAASPP scores from NWEA often seemed artificially high and teachers and families found it difficult to understand the scores. FCS also wanted to find a program that had a curriculum connected to the assessments that would target individual student growth areas. This prompted a move to iReady as a benchmark assessment, which has been well received by faculty, students, and most FCS families.

2021 Spring NWEA (taken in place of CAASPP)

- Spring scores were lower than the fall or winter assessment, but this was likely due to mental exhaustion from the pandemic on the part of students, parents, and staff after a very difficult year.
- Spring scores were still higher than students' usual CAASPP scores. The assessments were administered remotely through a secure browser and participation was low. Both of these factors may have contributed to the higher NWEA score.
- NWEA-Fall-Winter-Spring-Trend-Analysis: [2018-19](#), [2019-20](#), [2020-21](#)

iReady - Benchmark Assessments (FCS started using iReady in fall of 2021)

Current Data Trends

- Forest Charter's iReady scores show strong growth from fall to winter both as a whole school and in specific student groups.
- Spring iReady scores tend to flatten a bit, but Administration believes that this is partly due to testing fatigue since FCS usually finishes most of its CAASPP tests in April and the third iReady diagnostic runs in May.
- iReady Graphs 2021-22: Fall/Winter/Spring: [Whole School](#), [SED](#), [SWD](#), [Hispanic](#), [White](#)
- iReady Graphs 2022-23: Fall/Winter/Spring: [Whole School](#), [SED](#), [SWD](#), [Hispanic](#), [White](#)



Analysis

- iReady scores show improvement from fall to spring diagnostics across all student groups.
- This improvement demonstrates that FCS's overall educational program is effective and that students are making strong academic gains.
- FCS is not sure why iReady scores are higher than CAASPP scores (our data analysis company feels that iReady usually aligns well with CAASPP). But, comparing iReady scores from fall to spring shows consistent growth.

English Learner Data

Currently Forest Charter school only has three EL students. (In some years there are fewer than three EL students.) Therefore, there is no data for these students because there are not enough students in the group to make their data statistically significant.

[Dashboard - Link to FCS dashboard](#)

[SARC - Link to FCS SARC Document](#)

[LCAP - Link to FCS LCAP](#)

College and Career Preparation

Current Data

[A-G Completion](#)

- Over the last three years, the percent of students completing all A-G requirements has fluctuated from 19% to 31.6%.
- Historically, this percent ranges from 20% to 35%

[Career Technical Education](#)

- FCS launched its [first CTE pathway](#) in January 2021. FCS hopes to have the first completer at the end of the 2023-24 school year

[Advanced Placement](#)

- The percentage of students scoring a 3 or higher is quite strong (85.7% in 2022). However, FCS usually has a small number of students taking these tests so the percentage can swing a great deal from year to year

College and Career Indicator

- There isn't any CCI information on the dashboard until after the 2022-23 school year

[College Rates \(4 year and 2 year Colleges & Universities\)](#)

- Overall FCS's percentage of students attending four year universities hovers around 20% and the percentage of students attending a two year college is around 45%. The total percent of students attending college ranges from 62% to 67%.



High School Graduation Rate and Dropout Rate

- FCS's four year graduation rate has ranged from approximately 85% to almost 90%
 - (2020: 89.8%, 2021: 86.2%, 2022: 86%).
- There are a small number of students who need a fifth year to graduate.
- The dropout rate ranges from 4.6% to 12.6%
 - (2020: 8.1%, 2021: 4.6%, 2022: 12.6%).

Analysis

- FCS's graduation rate was 86% in 2022. This is significantly higher than the county average (51.8%). During the two years the dashboard registered this data, FCS scored in the "medium" range for its graduation rate. Because we don't have a separate program for credit recovery students, these students get counted in the school's overall graduation rate. Therefore, this grad rate is lower than the local high school graduation rate, in part because our school population also consists of credit recovery students. Ultimately, we are proud of our ability to serve such a wide range of student levels and needs, but it does have an impact on our graduation rate.
- The SED population's graduation rate is consistently lower than the whole school. This is a concern, but it is being addressed through FCS's LCAP goals on academics and by providing expanded mental health services.
- Our A-G completion rate is a bit lower than other local high schools, but, again, we feel that this is being impacted by the segment of our population that comes from the local continuation programs. Our personalized learning model is partly founded on not forcing/tracking students into taking specific courses other than meeting FCS's graduation requirements. While we encourage students to take two years of a world language or Algebra 2 for example, we don't require it. Further, now that we have a CTE program available, we are hopeful that this rate will improve.

[Approved AP Course List](#)

[UC A-G Approved Course List](#)

[FCS Graduation Requirements](#)

[FCS Recommended Course of Study for College Bound Students](#)

School Climate & Attendance

Current Data Trends

Suspension and Expulsion rates are very low or non-existent. Both the healthy kids survey (the years we had enough people participate to get a score) and the local survey have very positive feedback regarding school climate and safety. Chronic absenteeism is quite low and the general attendance rate is strong.

Analysis

We are very proud of our strong school culture, and this view is shared by both families and staff. Based on the FCS annual school survey, approximately 97% of the parents and 89% of the students feel that the teachers show respect for the students (approximately 3% of the parents



were neutral, 7% of the students were neutral, and the remaining 4% do not take on-campus classes and answered that they are “not on campus”). 88% of the staff feel that FCS promotes trust and collegiality (8.3% were neutral). This feedback, as well as a low [suspension/expulsion rate](#), help demonstrate the strong school climate that prevails at Forest Charter School.

[Student Questionnaire/Interviews](#)

[Parent Survey](#)

[Student Survey](#)

[Staff Survey](#)

[California Healthy Kids Survey Summary Results 2021-22](#)

[California Healthy Kids Survey Summary Results 2022-23 \(Note: There is no student report this year due to low participation\)](#)

[LCAP Survey Data](#)

Major Preliminary Student Needs

- Students are struggling in math.
- The [Hispanic, SED, SWD student groups](#) are scoring lower on CAASPP assessments than the whole school
- FCS wants more students to meet the A-G or CTE requirements.
- With the increase in students with disabilities, staff need training to support them.

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- How can FCS better support math instruction in an independent study school?
- How can FCS better support students with disabilities to increase CAASPP scores, meeting A-G requirements and completing CTE pathways
- How can FCS improve CAASPP math scores?



Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

Criterion A1: Vision and Purpose (1–2 pages maximum)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion, and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan (LCAP), the school's purpose is defined further by school-wide student goals, graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and School-wide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and school-wide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflect a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure the involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and school-wide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and School-wide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and school-wide learner goals/graduate profile.

A1 Findings:

Forest Charter School has a clear mission statement, character values, and Learning Goals (formally ESLRs) which reflect the school's vision of nurturing the love of learning in every child. FCS's mission statement aligns with its school-wide philosophy that all students can succeed academically within the personalized learning model. The mission statement was updated during this WASC self-study process with input from staff and board members and reads as follows:

Forest Charter School commits to nurturing the love of learning within our school community. Our dedicated staff pledges to provide an environment of educational excellence that honors the student's individual learning style. Through positive collaboration between students, parents, and educators, Forest Charter School supports each student's educational goals by offering personalized options in the selection and implementation of curriculum to prepare them for future success.

Through the same collaborative process, FCS's Learning Goals (formally ESLRs) were updated during this process to the following:

***Think Creatively and Critically***

- *Students will be innovators and solution-oriented problem solvers*

Cultivate an empathetic community

- *Students will recognize, appreciate, and support diversity*

Develop Resilience

- *Students will persevere when faced with challenges*

FCS's personalized learning approach to education means that every student has the opportunity to thrive. The school's academically and socio-economically diverse student population is well supported with personalized learning opportunities from individualized curriculum to access to highly qualified supervising teachers.

The mission statement, character values, and learning goals are tailored to reflect the school's personalized learning philosophy and are posted in every classroom and common area at all Learning Centers. Through Charter Council, Faculty Council, student and staff surveys, and staff meetings, FCS continuously seeks feedback to support the school's vision and mission.

The school uses a variety of data sources - from iReady assessments and CAASPP scores to one-on-one family meetings and student work samples - to determine a personalized learning path tailored for each student, as reflected in the mission statement and the Learning Goals. Supervising Teachers (STs) and support staff are experts at finding curricula that motivate their diverse roster of students. Through ongoing communication between the student, ST, and parent/guardian, FCS is able to meet the needs of its students while ensuring the mission of the school is met.

STs can hold students in all grade levels and often take new students throughout the year who have not thrived at other more traditional schools. FCS's Independent Study model supports students who can't travel to a traditional school campus five days a week. The ability to work with online vendors such as Edgenuity, BYU, and UC Scout allows students to do their work at home and online while having the support and oversight of a credentialed, and highly skilled, ST. Additionally, FCS offers an extensive list of community vendors - from Sierra College to local dance companies - to enhance the student experience.

FCS has Learning Centers in Nevada City, Truckee, Foresthill, and Auburn. These Learning Centers provide the backdrop for STs, students, and families to meet in person to collaborate on student progress, to attend academic and enrichment classes and support labs, to meet with college and career advisors, and to attend special education services in person or on Zoom, when necessary. Learning Centers also host student clubs - from leadership to a Queer Alliance Club, and host dances and school events, often in collaboration with other local charter schools.

**Supporting Evidence:**

- [Mission Statement](#)
- [Learning Goals](#)
- [Character Values](#)
- [LCAP](#)
- [SARC](#)
- Vendor List
- [Block Class and Enrichment Class Schedules](#)
- Course Catalog

Criterion A2: Governance**Criterion A2: Governance (1-page maximum)**

The school's purpose is aligned with governing board goals and policies and is focused on student achievement and well-being through data-driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

A2 Findings:

Forest Charter School's governance is based on open and clear communication with all parents, students, staff, and community members. FCS's Charter Council operates under by-laws, the school's Charter, school policies, and the Brown Act. Meetings are held in person at the Nevada City Learning Center; however, all Learning Centers are staffed during meetings and have video and audio access for full participation in the meetings. Additionally, members of the public may access all meetings through Zoom to ensure all stakeholders have the opportunity to participate.

FCS's Charter Council is composed of parent and community representatives, two Supervising Teacher representatives (non-voting), and administration (non-voting). All voting members serve two-year terms and are elected into office. It is the focus of the staff and administration to bring information and issues to the board to make educated decisions based on what is happening in the school. The staff representation allows the board to ask for insights and perspectives on teacher and learner challenges to help guide in their decision-making. The administrators bring legal, and financial updates to the board to give a realistic and up-to-date picture of the school. The administration also presents regular updates on student achievement so the board has data-driven facts to guide related decisions. Parent members on the board bring their professional expertise that applies to school governance as well as the personal experience of their own child's education. The end of each board meeting includes the director's update, which communicates to the board in regard to school activities from dances and school-wide celebrations to political updates.



Administrators and board members attend annual Brown Act trainings and other related trainings that include state law updates, changes provided by the Nevada County Superintendent of Schools, FCS's attorneys, and other charter school advocates. All board meeting agendas are posted at each Learning Center and on the school website no later than 72 hours prior to each meeting, and minutes are available to the public on the school website.

A2 Supporting Evidence:

- FCS Charter By-laws
- [FCS Charter Council Agenda and Minutes](#)
- Brown Act Implementation
- [Website - Governance Section](#)

Criterion A3: Leadership for Learning

Criterion A3: Leadership for Learning (1–2 pages maximum)

FCS leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievements. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the school-wide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, and staff a) assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The school-wide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and is aligned with the LCAP.

A3 Findings:

The school leadership, faculty, staff, parents/guardians, and other community stakeholders collaborate, make decisions, and initiate actions that focus on all students' needs and achievements. Monthly faculty council meetings, all-staff meetings, department head meetings, and college and career team meetings are all integral parts of planning and continuous improvement. Leadership meetings are data-driven, collaborative, and action-based. FCS has an open-door policy between all staff and administration, as well as an anonymous suggestion box (online and in the office).



Many of the school's plans and initiatives are first discussed at Faculty Council meetings. This group comprises a combination of administrators and faculty who attend monthly meetings designed to consider issues, proposals, and practices at all FCS learning centers. These meetings provide a safe place for reflection, brainstorming, gathering feedback, and analyzing data before rolling out new ideas to the full staff. Faculty Council discusses topics ranging from LCAP and testing analysis, to salary schedules and new policies and procedures.

Monthly all-staff meetings are designed to be collaborative, solution-oriented, and professional development focused. Breakout sessions at staff meetings allow staff to share curriculum ideas and best practices, discuss needs and solutions, and provide peer mentoring support.

Besides formal meetings, FCS fosters collaboration and a sense of community by hosting an annual beginning-of-the-year Team Building Day, a staff appreciation luncheon and monthly social gatherings off-site all geared towards building community and a common understanding of the school's goals and mission. Additionally, the teacher workrooms are natural settings in which ideas are organically shared and discussed.

FCS's parent/guardian base is another invaluable part of the school's decision-making process. Parents/guardians are an integral part of the student's education team and both school leadership and supervising teachers solicit input and feedback through learning record meetings, from block class teachers, the annual parent/guardian survey, as well as from parent/guardian input at the Charter Council level.

School leadership supports faculty and students by holding monthly students-of-concern meetings and implementing tiered intervention to further support the various needs of students. Leadership is also involved with coordinating SSTs as deemed necessary. The SST team, consisting of a coordinator/facilitator, teacher, student, and student guardian, brainstorms ideas regarding curriculum as well as methods to best meet the needs of each student. SSTs are subsequently reviewed on a regular basis to ensure that chosen interventions/curricula are effective. Additionally, triannual diagnostics are given for students in grades K-11 through the use of both iReady and BPST, providing a global profile of growth for all students. Continued review using these diagnostics provides school leadership, staff, and families the knowledge needed to implement a more personalized learning program for each student, in addition to providing any necessary interventions. Intervention specialists on staff also use the iReady diagnostic to identify students performing below grade level so they can receive additional support through various on-campus math and writing labs, online iReady intervention programming that targets each individual student's specific needs, as well as private tutoring.

A3 Supporting Evidence:

- [Staff meeting agendas](#)
- [Faculty Council agendas](#)
- [Charter Council agendas](#)
- Survey results: [Student Interviews](#), [Parent Survey](#), [Student Survey](#), [Staff Survey](#)
- Staff evaluations
- iReady Diagnostic results



- iReady 2021-22: Fall/Winter/Spring: [Whole School](#), [SED](#), [SWD](#), [Hispanic](#), [White](#)
- iReady 2022-23: Fall/Winter/Spring: [Whole School](#), [SED](#), [SWD](#), [Hispanic](#), [White](#)
- [LCAP](#)

Criterion A4: Qualified Staff and Professional Development

Criterion A4: Qualified Staff and Professional Development (1–2 pages maximum)

Qualified staff and leadership facilitate achievement of the student academic standards and the school-wide learner goals/graduate profile 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.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote the professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students working toward and achieving the academic standards and college and career readiness expectations.

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

A4 Findings:

Forest Charter School has a staff of nearly 100 full and part-time highly qualified certificated and classified staff. FCS hires with the school's mission and long-term goals in mind. FCS's hiring process is thoughtful and thorough to ensure the school hires staff with the right credentials and skills who can stay long-term and contribute to the needs of the entire school community.

FCS is constantly revamping the school's mentor program to ensure new staff is fully trained and supported throughout their first two years. Many teachers come to FCS from site-based programs, and our personalized learning model requires an adjustment in approach. All new Supervising Teachers are paired with an experienced ST mentor who meets with them throughout the first two years to train, guide, and answer questions. Additionally, all new teachers are placed with an Induction mentor through the Butte Teacher Induction program hosted by the Butte County Office of Education.

FCS's personalized learning model means Supervising Teachers teach outside their credential and expertise when they supervise their Independent Study students. To help each teacher create, plan, and act on a learning roadmap, there is an amazing amount of collaboration between teachers and support staff. Each teacher holds a wealth of knowledge and expertise in subjects and/or age ranges, and as a result, teachers share curriculum and subject knowledge with each other in both formal and informal settings. Formal collaboration happens at staff meetings and personal development sessions. Informal collaboration happens in shared Supervising Teacher workspaces, and an online shared drive full of curriculum lists, lesson plans,



and teaching units for all age ranges. Additionally, there is time at each staff meeting for our Special Education team, teachers, and administrators to present tools, techniques, and curriculum as a way of building skill sets to more effectively teach a diverse roster of students.

Staff supervisors hold annual evaluations and mid-year check-ins to provide feedback and support throughout the year. Evaluations include self-reflection and goal-setting for the upcoming year. Mid-year check-ins are a chance for supervisors to provide feedback based on job performance and offer any additional support needed.

Professional Development is crucial to the growth of the entire school community. FCS begins the year with an annual team-building meeting and professional development continues throughout the year during staff meetings, conferences, and webinars.

FCS continues to implement a clear system to communicate policies, procedures, and handbooks that define responsibilities, operational practices, and decision-making processes through the use of clear and regularly reviewed staff handbooks and policies. FCS leadership is reflective, thoughtful, and transparent and runs new ideas and policies through the Faculty Council and Charter Council, and solicits feedback and advice from other staff and teachers before making most decisions.

A4 Supporting Evidence:

- [Staff meeting agendas](#)
- Workshops and trainings
- Webinars and other professional development opportunities
- Employee Handbook
- [Mentor Guidelines](#)
- Evaluation Forms

Criterion A5: Resources

Criterion A5: Resources (1–2 pages maximum)

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 school-wide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the school-wide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

**A5 Findings:**

As a personalized learning program, FCS has a strong focus on ensuring resources are utilized effectively and appropriately to support the vision of the school, including but not limited to student academic success and supporting the goals communicated in the LCAP. School leadership and staff are involved in FCS's collaborative approach to resource planning. The Business Director and Executive Director meet regularly to discuss any budget related issues, and the Business Director makes regular presentations to Charter Council, Faculty Council, and all staff meetings.

FCS has policies and procedures in place to ensure fiscal transparency. Since 2019, FCS has been completing most business services in-house and is fully staffed to implement the related fiscal procedures. FCS conducts internal audits to ensure compliance with audit guidelines and regulations. FCS contracts with the Nevada County Superintendent of Schools (NCSOS) for payroll services. Additionally, NCSOS supports FCS by reviewing annual and interim budgets, and offers guidance with the annual audit and other fiscal related matters.

As part of the personalized learning philosophy, students have access to instructional budgets that vary depending on their program. Instructional budgets support the student's personalized educational plans and enrichment opportunities, and offer STs the flexibility to find the curriculum and delivery model that works best for each student, while meeting the California Content Standards. FCS offers access to a well stocked resource library where students and STs can check out educational resources from textbooks and novels to STEM kits and educational games. In addition to the resource library, FCS employs a full-time Technology Director to support students' technology needs, and offers Chromebooks to all high school students, and 6th through 8th grade students in co-ops and block classes. Chromebooks are available to all other students through their student budgets, or in the lower grades to the co-ops for use in the classroom. During COVID, FCS purchased hot spots for distance learning, and has kept them available for families with internet access issues at home.

FCS's four learning centers are safe, functional, and well-maintained and meet the educational needs of students. While FCS is a non-classroom based school, our facilities meet our personalized program needs including meeting space, co-op classrooms, resource libraries, and a computer lab. Recent facility upgrades include expanded meeting rooms, new HVAC, new playgrounds, fresh paint, blinds, and carpet, security cameras, and a new portable for more special education services. In 2023, FCS added smart TVs to each classroom to replace projectors.

A5 Supporting Evidence:

- Instructional Budgets
- Resource Library
- Annual Audit
- Fiscal Policy
- [LCAP](#)



ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. FCS's leadership team takes a supportive and encouraging role in approaching the school's alternative approach to education to support the vision of personalized learning.
2. FCS has clear fiscal policies and procedures to keep the school in compliance.
3. Technology: FCS expanded the number of Chromebooks to be able to offer Chromebooks to every student if needed, added access to hotspots, and upgraded from projectors to smart TVs in the classrooms.

Areas of Growth

1. Revisit the Curriculum Rotation plan which was put on hold during the COVID-19 pandemic.
2. Look for more ways to provide ongoing feedback to Supervising Teachers regarding support and/or services of homeschool families.



Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (2–3 pages maximum)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the school-wide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the school-wide student goals and academic standards.

B1.1 Findings:

As a public charter school Forest Charter School provides a rigorous and relevant education, following California's state standards, all while adhering to a personalized learning model. A personalized learning and curriculum plan is built for each student by a team that consists of the student, parent, and the Supervising Teacher (ST). The special ed case manager joins the team if the student has an IEP. This team meets monthly - also called learning periods - to evaluate each student's growth in all subject areas. During this time, the team may choose to switch curricula or make other adjustments to meet a student's needs.

One of the assets Forest Charter School has at its disposal is curriculum choice. STs, with input from the Department Heads and Academic Dean, may vet and order from a multitude of vendors and supplement curriculum with additional resources to meet the students' educational needs and the California State Standards. One of the best parts of Forest Charter School's program is that students can mix-and-match how they take their classes. All students take at least one or two classes through independent study, but many students opt to take some of their classes through Forest Charter's onsite learning center classes (block classes), Online Course Provider Courses, or community college classes. No two student course loads look alike because of the mixing-and-matching of their curricula, which allows FCS to serve a wide and diverse range of students and learning styles.

Supporting Evidence:

- FCS Course Catalog
- Master Agreements - showing EDG, BYU, Sierra College classes
- [Block Class Schedule](#)
- Addendum - showing changes in classes
- PE Logs, music logs
- Student Work samples
- [High School 4-year plan](#)
- Intervention Specialists
- Nevada County Office of Education trainings
- Department Heads provide support and training for STs
- Teachers collaborate and support one another to provide curriculum options



B1.2 Congruence with School-wide Student Goals: There is congruence among the concepts and skills taught, the school-wide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.2 Findings:

Forest Charter School participates in learning opportunities with community partners to make sure indicators are met and that students are prepared for career or college in their post secondary education. At the start of each student's education with Forest Charter School, students, parents, and supervising teachers (STs) create an academic plan that meets all graduation requirements, but also meets the individual student's post high school goals. Students choose from a wide variety of classes to help foster their growth toward community college, four-year college, vocational programs, or the military. One of the benefits students receive from a Forest Charter School education is their ability to communicate with adults and advocate for themselves. Each learning period, students must present their work to their ST. At these meetings, sometimes students must be able to express why they did not complete their work as well as help to create their own plan on how to restructure their coursework to complete it by the end of the term. Students who participate in learning center classes, online classes, or community college classes routinely present their work and findings to peers and other adults.

Supporting Evidence:

- MA
- Course Catalog
- [Schedules for block classes](#)
- California State Standards
- Shared curriculum drive
- Department Heads provide curriculum resources and support

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3 Findings:

Forest Charter School adheres to all California State Standards, including college and career readiness indicators. Each ST is responsible for familiarizing themselves with the state standards and making sure students complete the state standards for each student on their caseload. STs and families meet regularly and STs will often supplement a student's curriculum with additional assignments to cover standards that are found to be missing from the curriculum.

STs work in conjunction with the College and Career Team to make sure all graduation requirements are met. The College and Career Department is responsible for completing a graduation check for each senior. This team also follows up throughout the year to verify completion of first semester coursework and to notify the family when a student is in danger of failing a required class. If this is the case, interventions are put in place to help the student.



Forest Charter School's College and Career Department regularly meets and attends workshops and webinars to provide guidance on updating graduation requirements. Over the past several years, Forest Charter School has modified its graduation requirements to reflect changes in graduation trends.

FCS has added four CTE pathways utilizing an online course publisher. In addition, one of the pathways is offered in-person at the Nevada City learning center. FCS continues to allow students to take dual enrollment courses through colleges. In fact, this program has grown significantly due to support from FCS's local community college, Sierra College. Students may take academic as well as CTE or elective courses throughout the year, including the summer term. FCS continues to maintain an Advanced Placement program. While the overall number of AP students is relatively small each year, these students find value in studying for an end-of-year exam. In the last two years, FCS has rewritten a more comprehensive career preparatory course all students must take to graduate. This course provides students with information about soft and hard skills, but more importantly it provides students with information to support their social and emotional wellbeing. STs and students have the flexibility to add additional college and career readiness courses throughout a student's time at FCS because all learning plans are individualized. The College & Career Department works to make sure new courses are A-G approved by the University of California system. This approval is another layer of verification that students are college and career ready.

Supporting Evidence:

- Master agreements
- course catalog
- Sierra College course catalog
- Transcripts
- Personal Finance Class
- Career Advisory Class
- Career Exploration Class
- Employment Education
- CTE pathways
- standardized test scores
- college acceptance rates
- graduate questionnaire
- work permits
- [Advanced Placement courses and scores](#)
- [UC A-G list](#)

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.4 Findings:

Forest Charter School's program is ideal for integrating areas of study, academic standards, and college and career readiness indicators. Through independent study courses, STs often blend subjects that naturally integrate well, such as Language Arts and History or Math and Science. Some independent study families design their year thematically by integrating other subject areas



as well, including art, music, and world languages. Forest Charter School's block classes generally do not integrate subject matter as each instructor has limited time each week with a class and not all students take the same classes on campus.

Supporting Evidence:

- Master Agreements
- A-g Course Outcomes
- Global Studies Academy
- Field trips
- Sierra College's Academic Enrichment Program

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

B1.5 Findings:

Engaging with community partners is one of Forest Charter School's greatest strengths. The faculty and administration regularly work with Sierra College, the local community college, to ensure students are receiving the maximum benefits from their offerings. Sierra College assigns a liaison to each feeder high school, who meets with students to provide advice and counseling for dual enrollment opportunities as well as post-secondary opportunities. Annually, Sierra College hosts a local counselor workshop to discuss program options and to invite feedback on how Sierra College can better serve the high schools through dual enrollment and helping graduating students matriculate to their program. In the 2022-23 school year, FCS launched an Entrepreneurship CTE pathway on the Nevada City campus in partnership with the Nevada Superintendent of Schools Office (NCSOS) and hired a dual-enrollment instructor who meets Sierra College instructor requirements. FCS is excited to launch year two in the fall of 2023, in addition to enrolling another cohort of first year students.

Students also can take some of their courses outside of Forest Charter School through local vendors. Many students use local maker-spaces in both Grass Valley and Truckee to fulfill art coursework. In addition, many independent study students at all learning centers participate in locally-run co-op opportunities with other homeschool families. These co-ops provide some supplemental academic coursework, field trips, tutoring, and social opportunities for students.

Every spring, Forest Charter is invited to present its high school program options to local feeder middle schools. At these meetings FCS presenters invite students to attend one of several Information Nights hosted by all FCS sites for prospective families. Many middle and high school families attend these spring sessions seeking program and enrollment information.

Supporting Evidence:

- CTE Pathways - Entrepreneurship, Gaming, Hospitality, and
- Career and College Counselor on campus
- Students can take Sierra College classes halfway through sophomore year or when they



are 16

- Outside vendors and online programs
- Info nights hosted by FCS admin and staff
- Sierra College certified CTE instructor on FCS campus
- College field trips
- Sierra College info nights
- Financial aid workshops

Criterion B2. Equity and Access to Curriculum

Criterion B2. Equity and Access to Curriculum (2–3 pages maximum)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: 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 career technical options for all students.

B2.1 Findings:

Forest Charter School believes in nurturing the love of learning for all students. Upon enrollment, a personalized learning plan is created by the student, parent, and ST. This collaborative team works to create a 4-year plan that fulfills graduation requirements and allows the student to explore areas of interest that will help him/her achieve their individual post secondary goals.

Forest Charter is unique in how it serves students. While all students must complete Forest Charter School's graduation requirements, which exceed the state minimum graduation requirements, all students have choice in how they complete their requirements. Students create a schedule from a menu of options: independent study courses, online offerings, learning center classes, college-level courses, and community vendor classes. Because of Forest Charter's unique ability to create a truly blended schedule, many students become life-long learners; the process of taking classes in multiple ways mirrors real life-long learning.

While Forest Charter School always strives to serve students equitably, the school has focused on making sure all relevant laws related to graduation requirements have been met. The College & Career Team worked, in conjunction with the local comprehensive district, to create a tiered system of graduation requirements called Personalized Learning Plans (PEP) to support students who fall into one or more of the following categories: homeless youth, foster youth, formerly incarcerated youth, migrant students, and military families. The laws require schools to allow students in these categories to graduate under the state minimum graduation requirements or a reduced credit level established by local districts or schools. For clarity, FCS created 3 tiers in addition to the school's graduation requirements. A PEP plan may be requested by any faculty member and will follow a student if he/she transfers to a different school. After putting the PEP process in place, FCS graduated 2 students in the 2022-23 school year, who would not have been able to meet FCS's graduation requirements.



Forest Charter employs 1.2 college and career advisors to provide guidance and advice to students, families, and staff. This team regularly attends seminars, webinars, and conferences to gain valuable insight into labor market trends, educational trends, and college and career readiness changes. This team utilizes professional development time at staff meetings to update STs with the latest information. STs use this information to help students make informed decisions on course selections. All Forest Charter students must complete at least one career preparatory class. This class asks students to complete several self assessments and inventories, and it also introduces students to social-emotional tools they can utilize as they move into their adult years. Additionally, students have the option to participate in Forest Charter's College Advisory courses. These courses are taught by the College Team and introduce students to college and vocational programs, how and when to apply, and finally, how to complete financial aid applications. These courses give students the personalized tools they need to pursue their individual post secondary plans. In the words of one ST, "I am giving you a life path, not just a diploma."

Supporting Evidence:

- Master Agreements
- Course Catalog
- Graduation Grid in Course Catalog (4 year plan seen at a glance)
- [Graduation Policy](#)
- [Four Year Planning Document](#)
- [ST job description](#)
- Portfolios
- Collaborative team including the student
- College Advisory courses offered
- Career Advisory course required
- College/Career Advisory assignment requires a meeting with the advisor and student
- Full-time College Advisor– available to STs and students and their families
- Sierra College academic supplemental program opportunity
- [Staff meeting agendas](#)
- Contemporary Skills course– supports post secondary needs/goals– required
- Internships/Work Experience opportunities

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.2 Findings:

All students are encouraged to take rigorous and relevant courses that will prepare them for whatever path they choose after high school. Most of Forest Charter School's core classes are A-G approved, which certifies to the UC and CSU systems that FCS's courses are fully preparing students to be successful in college. Over the last several years, the staff has worked hard to increase the number of approved A-G courses in the course catalog. In addition, all online courses through curriculum publishers must be A-G approved in order for FCS students to be able to take them. FCS feels this gives students a solid academic foundation. Forest Charter recognizes that rigorous coursework may be challenging for some students and as such, FCS, through STs, labs, and outside vendors, provides tutoring services when students need it. These



supports mirror those offered by most CA community colleges. Additionally, students and STs are encouraged to create or modify assignments to give students real world experiences. Students create resumes, learn about doing taxes, and play a stock market game to prepare them for the real world. At Forest Charter, STs can adapt any curriculum for individual students, thus giving each student a personalized path to find success.

Supporting Evidence:

- Shared Drive
- [Staff Meeting Agendas](#)
- [UC A-G list](#)
- [Block class schedules](#)
- Outside vendor lists

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3 Findings:

Forest Charter excels at creating a sense of belonging for all students, parents, and staff. Everything is done in a team setting that focuses on students' individual interests and learning styles to create a curriculum that best supports student needs. STs work with students and parents to structure a curriculum plan and community enrichment opportunities to keep students engaged. Students, parents, and STs work together to deliver and monitor student learning and progress. Other support personnel may be brought in on an as needed basis, including special education staff, college and career advisors, tutors, and/or administrators. School staff regularly form pilot teams to address programming changes or student needs. All of these teams create an atmosphere of inclusivity and positivity. Forest Charter works on behalf of families to create an environment that supports all students and their individual learning styles and needs.

Supporting Evidence:

- Learning Record Meetings
- Master Agreement
- [ST Job Descriptions](#)
- Back to School Events and Info Nights
- Extensive [Community Vendor List](#) and flexibility for adding new vendors
- [Structured intervention programs and student support](#)



ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. FCS provides standards-aligned curriculum, as well as enrichment supports, that are available to all students and STs.
2. Students are provided ample student budgets, which allows students to personalize their education.
3. STs have a diverse knowledge base, and collaborate together formally and informally, which allows for authentic differentiation to better serve students.
4. FCS continues to respond to state and labor market trends by updating graduation requirements as needed.

Areas of Growth

1. FCS will continue to grow its CTE program by offering more options to complete the current pathways to provide a more personalized learning experience.
2. FCS staff will focus on utilizing the shared staff drive for curriculum development and sharing, including time for subject-specific departments to update and create, if necessary, new curriculum and answer keys.
3. Subject-specific departments will provide professional development training to STs on updated curricula, teaching methodologies and grading practices.



Category C: Learning and Teaching (6 pages maximum for Category C)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (1–3 pages maximum)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.1 Findings:

At Forest Charter School, students experience challenging and relevant instruction that meets all goals, standards, and indicators. Focusing on personalized instruction supports this outcome in every way. After assessment of levels and learning styles, student, parent, and supervising teacher (ST) design instruction to match the learner. FCS offers a broad range of curricula, instructional methods and settings, as well as flexibility in timing and groupings. FCS helps students apply their knowledge in cooperative or creative projects, to solve real life problems, to serve the community, and to address authentic audiences. FCS consistently connects instruction to the students' prior knowledge, cultural backgrounds, interests, concerns, and social/emotional needs.

FCS offers onsite classes, special education support, and a variety of independent study (IS) curricula that either complement classroom instruction or are the primary curriculum. Supervising teachers (ST) oversee the selection and implementation of IS curricula, meeting with parents and students a minimum of once per month to review progress and tailor the curricula to the developing interests and emerging emotional and academic needs of the student. With the whole student in mind, the ST finds the appropriate way to encourage mastery and meaningful applications of skills and knowledge. As part of this process, students have equal access to all curricula, programs, and materials. School staff also promote field trips and enrichment to support student growth beyond the curriculum. The ST establishes the pace of IS instruction and assesses each student for mastery in a variety of ways.

Supporting Evidence:

- STs assess students using the i-Ready diagnostic three times a year to identify the zone of proximal development and informally during meetings and tutoring. K-8 teachers utilize weekly i-Ready lessons and the i-Ready Toolbox.
- Independent Study and Homeschool support is provided by Forest Charter School Behavioral Specialist, Amber Pool. This presentation for staff compiled parent, student and staff resources for structure and increased success.
- Each program— independent study, block classes, and co-ops— provides equal access to learning opportunities and support while providing flexibility in format.
- STs match curricula in all subject areas to the specific performance level, academic



needs, interests and preferences of the student (and their parents): Khan Academy, BYU, Teaching Textbooks, Desmos, Beautiful Feet Books, Blossom and Root, Tabb and O'Brien, Studies Weekly, Evan Moor, etc.

- All certificated staff have been extensively trained in UDL and/or SEL curricula.
- Students have access to Chromebooks, hotspots, and Google Accounts.
- [Tiered Interventions](#) and [intervention curriculum](#) provide a guide/support for addressing specific student needs.
- Tutors paid through instructional budgets help students meet grade level.
- Math and writing labs are offered multiple times a week at each campus. Co-op programs also provide daily one hour faculty-supported study sessions.
- With fewer than twenty five students per class, block class and co-op teachers have time to interact with each student, making observations, offering assistance and choices.
- Teacher aides assist in management and instruction in co-op classes.
- [K-8th enrichment classes](#) engage students in hands-on learning labs-1 day/week
- Students participate and frequently place in tournaments, exhibits and competitions.
- Students may study [AP curriculum](#) and participate in honors courses.
- [Graduation](#) and [college acceptance rates](#) are identified as a successful measure of student achievement within Forest Charter School.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2 Findings:

All students and parents at Forest Charter School have access to school policies, handbooks, and detailed information on state standards through the recently updated Forest Charter website. Also, parents and students can view student progress and assignments on the School Pathways Student Portal. ParentSquare communicates school-wide messages, including a monthly newsletter. STs, counselors, and the Special Ed team reinforce the expectations and provide copies of state standards, as needed.

Supporting Evidence:

- STs discuss results of iReady Diagnostic Benchmark and BPST.
- STs orient family/student to the Student Portal and tech support upon enrollment.
- State and school expectations are discussed in monthly/weekly meetings.
- CAASPP State Testing results provide consistent yearly feedback of learning.
- Detailed class syllabuses outline course contracts and class expectations.
- Google Classrooms provide clear instructions for supportive resources.
- Supervising Teachers inform students and parents of the various paths to graduation (four year plans) and the graduation requirements.
- Cooperatives include student-led parent-teacher conferences.
- FCS posts the [School Learning Goals](#) and [Character Values](#) around campus.



Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (2–3 pages maximum)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.1 Findings:

FCS's model of personalized learning allows supervising teachers to foster a sense of confidence in students to direct their own independent learning. Students focus on creating time-management skills, organization, independence and accountability through presenting work, social development and creating critical thinking skills. An important component of Forest Charter School is the application and use of a variety of strategies and resources in both the classroom as well as remote learning environments to engage students. Forest Charter School students succeed at higher cognitive levels in the classroom and through independent study by utilizing a variety of instructional methods, online supports, including multimedia and other technologies, in order to expand student access to curriculum. FCS also supports students with disabilities through general education and special education services.

Supporting Evidence:

- The iReady Assessment lessons and toolbox are a primary diagnostic tool
- Forest Charter School staff embrace a variety of instructional techniques to support varied learning and educational philosophies.
- SEL has been a pivotal tool to support and encourage student accountability.
- Behavior and Emotional support training for ST's and support staff.
- Suicide Prevention training has been provided to FCS Supervising Teachers.
- Heath curriculum training for ST's.
- Anonymous helpline provided for student safety and crisis situations.
- Multi-media incorporated through Smart TV's, interactive links and Chromebooks.
- Local agencies provide presentations to support social development skills.
- Formative iReady Assessment can help provide insight to student understanding and make adjustments to instruction and learning as applicable.
- Differentiated instruction is utilized to support evidence- based instructional techniques. This promotes student learning and increases student accountability. Teachers utilize instruction to meet the diverse needs of their students and create ownership within their learning.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.2 Findings:**

Forest Charter School provides students a personalized learning environment to develop and demonstrate knowledge, communication and inquiry based learning skills. Students have the opportunity to demonstrate organization, research and discovery, both inside and outside of the classroom walls. Teachers employ tools to differentiate instruction that include a wide range of approaches to demonstrate mastery, support student empowerment, and engage students within their learning.

Supporting Evidence:

- Inquiry based learning utilizes a student centered approach.
- Students have the frequent opportunity to access administration, teachers and staff to communicate regarding learning and decision making.
- School counseling staff model conflict resolution and self advocating techniques.
- Google Forms, evaluations, surveys, and communication provide feedback.
- Independent study accommodations provide flexibility in learning.
- At the high school level, we accommodate and develop student passions and skills through seminars integrating mentorships and standard curriculum.
- Student input to demonstrate their learning outcomes and understanding.
- Student-led learning record meetings can create accountability, confidence, and investment into school culture.
- ST's facilitate a leadership club at the High School level.
- Individual curriculum choice can be utilized for independent study programs. Interest Based Learning allows for students to self select areas of study, projects and applications to share their understanding of content.
- Experiential learning is also utilized to provide supplemental access to curriculum by focusing on guest speakers, service learning and field studies.
- Teachers employ tools to differentiate instruction that include digital choice boards that include a range of media to demonstrate mastery.
- Due to the personalized focus on Forest's program we have multiple assignments or project options for each curriculum standard.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.3 Findings:

Forest Charter School teachers provide a variety of online learning and teaching tools to support student success. Students are able to consistently analyze, comprehend and conduct effective research to support their curriculum studies. Teachers are able to evaluate student work and communicate understanding and expectations on individual assignments to parents and students in a timely manner. Students are able to demonstrate higher level thinking and problem solving skills within a variety of instructional settings through the use of technology.

Supporting Evidence:

- Students are successful in accomplishing work for independent study days through consistent, clear online expectations and communication.



- Google Classroom provides assignments and required materials.
- Parent Square Notification System allows for frequent and clear communication.
- BYU and UC Scout Classes provide higher level learning opportunities.
- Khan Academy resources are provided for supplemental learning opportunities.
- Performance Tasks on CAASPP Testing emphasize real life applications.
- iReady Benchmark Testing and Diagnostic lessons for student development.
- CAASPP sample testing for math word problems allows for preparation and recognition of materials.
- Projects and presentations utilize creative approaches to learning through Google Slides and Docs. Students can share the Google file with teachers to receive feedback on assignments.
- Eighth Grade projects allow students to select and demonstrate passion and proficiency of subject matter and present to an audience of parents, staff and administrators.
- Tournaments allow for public speaking skills, teacher support and review and applications to math, speech, and geography understanding.
- Science Fair demonstrates an understanding of material to judges.
- Teachers use document cameras to work out problems in real time, while also allowing students to present their work to the class.
- Desmos is used in the Math classroom for students to model real-world tasks.
- Teachers can use online learning platforms such as Pathways to deliver course content and assignments. In addition, they can provide feedback and facilitate discussion among students. This platform can also help teachers track student progress and provide personalized feedback to individual students.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

C2.4 Findings:

Forest Charter School staff and teachers recognize the importance of developing each student as a student and society member. We employ various techniques to accomplish this. Through reflective conversations and assignments, we work with students to identify authentic interests and discover the best possible way to support its development through vocational training, advanced coursework, clubs, field studies, seminars led by local mentors, and bringing guest speakers to block and co-op classes.

Supporting Evidence:

- Dual enrollment courses offered at Sierra College and Forest Charter Campuses.
- Career advisory is a graduation requirement, which includes job shadowing.
- Campus clubs include community service and leadership opportunities.
- CTE program creates career based interest (Entrepreneur, Hospitality, Culinary, Public Safety, and Video Game Design).
- Employment Education course allows students to earn up to 10 credits per semester for working a certain number of hours in their current job in the community.
- Forest Charter utilizes field studies, service learning and guest speakers to engage students and to expose them to a variety of careers and areas of interest.



- Students utilize project based learning to think creatively and critically about real world problems.
- Digital tools and resources are used to explore beyond the textbook understanding and continue exploring through active learning.
- Forest Charter encourages students to engage in discussions and debate regarding real world current events to develop critical thinking, analytical skills, and open minds.
- Co-op classes view SYRCL's Wild and Scenic Film Festival Selections.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. ST's have a close relationship with students and parents. This gives them insight into unmet needs and how to provide social, emotional, and academic support, including adaptations to or replacement of curricula.
2. Small classes allow for more individual attention and a lower student-to-teacher ratio.
3. Access to other supervising teachers, teacher aides, and class labs for tutoring and one-on-one support.
4. Core subject content is supported by enrichment, experiential field studies, project-based learning opportunities and hands-on lessons that foster a love of learning.

Areas of Growth

1. Enhance school community interaction for parents, students and staff through social events, team building activities, recreational teams, clubs and collaboration with other local schools.
2. Increase stakeholder involvement with academic learning and their support of on-campus events and participation in fundraising.
3. Identify high school curricula that provide online interventions.



Category D: Assessment and Accountability (6 pages maximum for Category D)

Criterion D1: Reporting and Accountability Process

Criterion D1: Reporting and Accountability Process (1–3 pages maximum)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report school-wide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the school-wide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D 1.1 Findings:	Supporting Evidence:
Forest Charter School uses a range of assessment processes to collect, disaggregate, analyze and report student performance data: • As a public school, all students in grades 3-8 and 11, are required to take the CAASPP test in math and ELA. Using Parsec, these scores can be disaggregated based on race and ethnicity, family income, gender, grade level, etc, to identify needs among student groups or to identify discrepancies between the student groups. • All students in 2nd-11th grade are required to take the iReady Math and ELA benchmarks three times a year. The iReady data breaks down Math and ELA scores by grade level and then, into specific strands with suggested next steps. The iReady program is linked to a research backed intervention program that is geared to meeting the needs of all students. • The Special Education Department uses the Unique Curriculum and Benchmarks to assess and instruct moderate and severe students in all core areas. • Forest Charter School also uses ELPAC to determine students' English language proficiency. • Along with school wide assessments, individual teachers utilize teacher-generated or curriculum-based assessments to assess student learning.	• iReady, • CAASPP • BPST • Benchmarks • Unique Benchmarks (SPED) • BRI • Algebra Readiness 8th/9th grade • High School ELA Benchmarks • ELPAC • Parsec education data • Newsletters • Governing Board (once a month) - parents, admin, and teachers • Website • Staff Meetings • Parent Square • SARC - School Accountability Report Card • LCAP - Local Control and Accountability Plan



• Student performance data is reported to all stakeholders through various platforms. These include: • Pathways gradebook platform where tests, quizzes, and assignments are posted weekly for parents and students • Monthly Charter Council Meetings with minutes posted publicly on the school website • Teacher-run learning record meetings with parents and students every 20 days • School newsletter distributed via email • SARC - School Accountability Report Card • LCAP - Local Control and Accountability Plan • Staff Meetings Transparency in reporting student performance data allows our stakeholders to stay informed and to respond quickly, collaboratively, and with common goals based on current data.	
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D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D 1.2 Findings:	Supporting Evidence:
• California State Standards are used as a basis for instruction with California State Adopted Curriculum. • With oversight by the Academic Dean, Department Heads create or oversee independent study curriculum, provide guidance on content area expectations, and offer staff training. • High school block classes are taught by credentialed teachers following state standards with guidance from department heads and the Academic Dean. • Accredited and department-approved online classes are offered and monitored by supervising teachers. • Mentors are responsible for training and supervising new teachers in order to ensure consistency. • Teachers monitor progress and growth via monthly state-mandated learning record meetings, formal and informal assessments, and triannual benchmarks. • Because personalized learning is emphasized at Forest Charter School, staff frequently collaborate to	• California State Standards • California State Adopted Curriculum/Textbooks • Department head created courses on Livebinder and on our shared staff drive • iReady/benchmarks • Staff Collaboration • Oversight by Academic Dean • Department head oversight and support • Mentor Training



design programs that address the needs of each unique learner while maintaining high expectations and following state standards. When a disability is identified in an IEP, the SPED team and general education teachers collaborate to identify appropriate accommodations and modifications in the least restrictive environment. To determine the student's performance level on the student's individualized, state-standard aligned goals, data is taken on the specific goal criteria in order to determine if progress has been made.	- Google Classroom Curriculum - Career Advisory and 7th Grade Health - School-wide Surveys
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D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D 1.3 Findings::	Supporting Evidence:
Using data collected from stakeholder surveys, along with statewide assessments and benchmarks, Forest Charter School has committed to making school-wide improvements in its academic programs and staff development. First, FCS used data to improve academic programs and continues to address college and career readiness in the following ways: - Increased the number of academic support labs (Math, Writing, and Organizational Skills Labs) - Increased the number of high school block class days in Nevada City from 2 to 3 per week - Increased the number of study halls - Increased the number of intervention specialists in math and ELA - Offered more high-level classes (BYU, UC Scout, Sierra College, and AP courses) - Added more CTE courses like Entrepreneurship Pathway and Hospitality, Game Design, and Emergency Response. Based on current and disaggregated data, Forest Charter School provides three days of staff development each year. Recently, the staff has been trained in Google Suite, mindfulness techniques, the iReady diagnostic, and the online intervention/curriculum supported by iReady. Individual staff members get additional opportunities for staff development based on their discipline and available funds. In the past few	- Disabilities Funding Significant Student Group Data from iReady and benchmarks - Math, Writing, and Organizational Skills Lab - BYU, UC Scout, Edgenuity online classes - Dual enrollment with Sierra College - Increased number of CTE courses - Entrepreneurship Pathway, Food Service & Hospitality Pathway, Emergency Response Pathway, Game Design and Integration Pathway



years, teachers have been sent to various trainings such as Trauma-informed Education, Next Generation Science Standards, ELPAC training, CTE training, the Social Emotional Learning Workshop, and Flow Learning/Team Building.	
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D1.4 School-wide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

D 1.4 Findings:	Supporting Evidence:
Leadership at Forest Charter School consistently meets with the County Director of Curriculum and Instruction and the Assistant Superintendent of Educational Services to: • Review and disaggregate CAASPP scores for numerically significant student groups. • Provide guidance and create action plans based on assessment and stakeholder survey data to improve student outcomes. • Analyze benchmark data to ensure charter renewal. • Ensure special education students have their accommodations and modifications properly loaded from SEIS to TOMS for testing. • Provide additional instructional space.	• CAASPP Scores • Disaggregated Data • Benchmarks

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (1–3 pages maximum)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the school-wide student goals/graduate profile, academic standards, and college and career readiness expectations.

D 2.1 Findings::	Supporting Evidence:
Teachers at Forest Charter School monitor student growth and progress via Learning Record meetings, scheduled at least every 30 school days, where	• Benchmark assessments • CAASPP • SPED collaboration/weekly



supervising teachers, parents, and students complete the following: • Review CAASPP scores • Analyze iReady benchmark results and assign lessons based on the student's needs • Review current grades • Grade new assignments • Create a study schedule and assign new lessons with due dates • Informally and formally gauge student progress through a variety of benchmark assessments, summative assessments, and teacher-generated quizzes and rubrics, projects, presentations, and labs Along with monthly learning record meetings, teachers further monitor students' growth through: • Daily synchronous and live interactions with students • Individual or group tutoring sessions • Math/writing/organizational skills labs • Weekly Block Classes or online courses The SPED team uses ongoing progress monitoring, state testing and iReady results to continuously monitor student progress and modify teaching practices. They attend weekly staff meetings with psychologists, counselors, RSPs, and administration to address student needs on their current caseloads.	meetings • Students of Concern Meetings • SST • Tiered Intervention and Re-engagement • Synchronous Instruction/Live Interaction Accountability • Grad Packets • Tests and quizzes • Presentations • Projects • Exit slips • Current Grades • Rubrics • Observations • Monthly learning record meetings • Weekly check-in appointments with new families • Parent/Student Portal
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D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D 2.2 Findings::	Supporting Evidence:
Teachers at Forest Charter School excel at providing timely, specific, and descriptive feedback to students and parents in the following ways: • During monthly Learning Record Meetings with parents and students, assignments are assessed, grades are given, new assignments are explained, and expectations are set.	• Student survey results • Annual school profile • Graduate questionnaire • Alumni feedback • Khan Academy and other online course accountability • College Advisory classes • Rubrics provided by teachers • ESLERS



• Every week, teachers enter assignments and grades into a gradebook in Pathways that students and parents can access. • Live and Synchronous learning are offered daily. • The SPED team communicates with students and families through weekly meetings. Updates on goals occur at annual IEP meetings and twice yearly in the form of progress reports. • Parents and students are encouraged to communicate with their teachers as frequently as needed and are welcome to request a meeting at any time.	
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D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D 2.3 Findings::	Supporting Evidence:
Based on student performance on formative and summative assessments, teachers personalize student learning to best meet the needs of each student by: • Offering math, writing, or organizational skills labs. • Arranging tutoring or more frequent check-ins or synchronous learning opportunities. • Assigning iReady intervention based on benchmark diagnostic results. • Scaffolding assignments to ensure success or modify pacing. • Ordering new curriculum to address student learning styles. • Scheduling a Student Study Team. • Collaborating with leadership during Students of Concern Meetings. • Ordering supplemental curriculum to support progress. • Reviewing special education goals, modifications, and accommodations. • Strategizing during weekly SPED collaboration meetings. • Maintaining regular communication between general education and special education teachers.	• 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, Organizational Skills. etc) • Intervention and SST • Personalized learning • CTE works • Tiered Intervention and re-engagement protocol • Synchronous Learning Data



• Following the tiered intervention and re-engagement process for students of concern. • Enriching and accelerating assignments for high achieving students.	
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ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. School-wide implementation of the iReady Diagnostic
2. Identifying gaps in student learning and increasing opportunities for intervention
3. Personalized curriculum based on assessments to support learning for all students

Areas of Growth

1. Increase school-wide participation in CAASPP Testing
2. Increase school-wide participation in the iReady diagnostic and weekly practice
3. Improve Math and ELA scores
4. Increase communication between the SPED Department and Supervising/Classroom Teachers



Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (6 pages maximum for Category E)

Criterion E1: Family and Community Involvement

Criterion E1: Family and Community Involvement (1–2 pages maximum)

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.1 Findings:

Forest Charter School has successfully implemented culturally sensitive strategies and processes to encourage family and community involvement in the learning and teaching process of all students. These efforts have created an environment where everyone feels welcome and included. The school recognizes the importance of involving families and communities in education and has taken steps to ensure that no one is left out. As a result, students are better able to achieve their academic goals and the school has benefited from the support of all stakeholders. Evidence of this includes regular SEL activities and assessments, Character Trait of the Month, flexibility to tailor assignments and projects to include students' cultural heritage and interests, LGBTQ+ club, inclusion of varied texts that include diverse perspectives and stories, inclusive holiday celebrations, musical events, art shows, art clubs, and community college and college tours and outreach. FCS also has college and career advisors who assist students as they identify and apply for scholarships based on their unique qualifications.

Supporting Evidence:

- SEL Activities, including [Character Trait of the Month](#)
- Family input on assignments
- Clubs: LGBTQ+ Club, Arts Club, Community Service Club, Leadership Club
- Variety of texts and curriculum that explore diversity
- School and classroom celebrations, such as Holiday and milestone, and concerts and talent shows
- [College and Career Center](#), scholarship announcements
- [Newsletter](#) and Social media accounts

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.



**We respect the diversity of who our kids are - we are inclusive, we are prepared for more diversity
Staff trainings to build an understanding of diversity:**

E1.2 Findings:

Forest Charter School's (FCS) leadership and staff values and prioritizes inclusivity, recognizing and respecting the diverse cultures of both students and adults. FCS provides learning opportunities and curriculum that support the development of cultural understanding, and we are committed to being prepared for and embracing further diversity. Staff are trained to build an understanding of and appreciation for cultural differences. Through these efforts, the school fosters an inclusive community where all feel welcomed and valued. Evidence of this includes a variety of diverse literature options, staff training in implicit bias, classes and activities recognizing our global community, student choice in projects, such as country reports. FCS ensures a place for all, regardless of their sexual orientation, race, religious background, or socio-economic background, whether it is through one of the many clubs, activities, or committed staff they can connect with.

Supporting Evidence:

- Variety of modern diverse novels in campus library and classrooms
- Staff Professional Development for Implicit Bias, Trauma Informed education, and SEL
- Diverse Block Class offerings
- [Character Trait of the Month](#)

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

E1.3 Findings:

Forest Charter School leadership fosters a caring and respectful environment among both students and staff by offering inclusive learning opportunities and materials. Forest Charter School fosters an understanding and appreciation of different cultures, and respects the unique identities of the children we educate. FCS recognizes the increasing diversity of the student body and strives to be prepared and accommodate for it. FCS also develops positive relationships with its students and families by engaging with them, by building trust, and creating a welcoming and inclusive atmosphere in the school community. Evidence of this includes regular classroom visits by FCS administrators to address concerns and to get to know students, an open door policy among all staff so students feel welcome and are able to find people they feel safe with, a variety of clubs that allow students to express themselves, guest speakers from the community, a helpful approach to parents navigating home schooling, and a strong SEL program that emphasizes the importance of self reflection, conflict management, and positive mental health.

Supporting Evidence:

- Administrative Check-ins with staff
- Students of Concern, Faculty Council and Staff Meetings, and Charter Council
- School and co-op policies, guidelines and expectations
- Learning Record Meetings, STs as point of contact person for email, daily live and synchronous meetings
- New Family orientation



Criterion E2: School Culture and Environment Criterion (1–2 pages maximum) The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.1 Findings:

FCS regularly reviews and updates its policies, regulations, and resources to ensure a safe environment for all students and staff. Forest Charter School communicates with local fire and emergency agencies to ensure the most up to date standards are in place in case of emergencies or evacuations, and practices drills each semester for fire, lockdown, and earthquakes at all of our campuses. Campus administrators use government issued alerts to ensure students are safe on campus during extreme smoke events, and nearby fires. Each campus is aware of extreme weather conditions that might affect the staff and students, and might call weather days accordingly to ensure that everyone is safe when traveling to the learning centers. FCS uses a communication system called Parentsquare to alert families and staff for closures or safety concerns.

Student physical and health concerns are addressed in many ways. FCS works with a school nurse on vision and hearing screenings for the students, and to help with students who have medical conditions that impact their learning. Each learning center has a medication lock box to ensure medication security, as well as staff that is trained to help with Epi Pens, or to administer Narcan. The staff is trained regularly in CPR and use of AEDs, which are located on each campus. The staff and faculty are trained on the phone system, allowing for access to medical help and law enforcement, or to initiate a school lockdown. In recent years, FCS has met the challenge of helping students who have mental health concerns by adding school counselors to each learning center with more hours to support students and families.

Counselors work with individual students, or in small groups to help with peer issues, anxiety disorders, and to support work completion. They also have developed a Social Emotional library where books and other resources can be checked out by students, parents, and staff. Furthermore, a staff led Wellness Committee focuses on fun activities or treats to keep staff morale up. Materials have also been sent home to families to help educate them on these concerns, as well as curriculum to educate about tobacco use, vaping, bullying, internet safety, mindfulness, and suicide prevention. As a school that has high expectations for learning, we have developed systems to help with classroom management as well as students' physical and mental safety.

The administration works from a restorative approach to behavior, and creates an environment of trust. They work with teachers, families and students to teach appropriate behavior on campus, and work with each student individually for support. As a personalized learning program, FCS has guidelines and expectations in place that are shared with students, staff, and families, to ensure that every expectation is clear and understood. Systems are in place at each center to track behaviors, and communicate to all staff that are involved with that student. School staff are



also trained in protocols for students who could threaten violence to themselves or others. Even with these systems in place, the administration still has an open door policy for students, parents, and staff, which has created an environment of trust and understanding.

Supporting Evidence:

- Support Staff: janitorial, groundskeeper, and facilities manager
- Health and Safety equipment, such as AEDs, EPI Pens, and medication lockboxes
- Safety trainings and Drills, 7th & 9th Grade required Health Classes
- Technology Department responds to internet safety issues
- Parent Square to communicate safety notifications
- Safety Plan, includes work with local police, fire, and local disaster coordinator
- School nurse and vision and hearing screenings
- SEL library and SEL classes and Wellness Lab, School counselors - for staff and students
- Incident report log

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.2 Findings:

Forest Charter School fosters a culture of respect, empathy, and academic excellence where every student's unique contributions and emotional needs are valued. The staff upholds high standards while supporting individual differences and providing a conducive environment for learning. The school community aims to foster a caring and nurturing environment where all students are encouraged to reach their full potential. This is done through the partnering of each student with an ST (Supervising Teacher) who meets with them weekly or monthly where the student's individual assignments are created, assigned and monitored. These personal check-ins also allow time to talk about student mental health, stress level and needs. Parents are a part of these individual meetings, ensuring they are involved in the growth of their students. On campus, students have access to a variety of groups and clubs, such as LGBTQ+, art club, service club, leadership club, and other enrichment activities that foster their passions. Access to this variety of activities also allows relationships between students and a multitude of staff, ensuring they have further connections beyond their assigned ST. There is always someone for them to talk to and relate to. When they feel connected, they feel accountable and they feel safe.

Supporting Evidence:

- Personalized and varied curriculum, resource library
- FCS [Learning Goals](#) and [Character Trait of the Month](#)
- Seasonal Celebrations and Clubs
- ST meetings and Review Boards, including behavior contracts
- Study hall
- Crisis help line, Healthy Schools Survey, and Technology ticket line
- Resource library



E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2.3 Findings:

Forest Charter Schools' environment is built on the ideals of trust, respect, equity, and professionalism among all staff. Members of the school community treat each other with respect and fairness, supporting each other's growth and success. There is trust in the leadership and the management of the school, creating an environment that is conducive to learning, and free from discrimination. When our students see us working well together with kindness, they are learning from a powerful model where it is clear these attributes are valued. The term "by the book" can sound rigid, but FCS administration's dedication to legal and safety protocols creates a setting where everyone takes comfort in knowing exactly what is expected so they can focus their energy on being present and flexible, in turn making real and meaningful connections with students and families.

Supporting Evidence:

- [Charter Council](#), Faculty council, Department heads
- Wellness Group
- Director's evaluation
- Shared teacher's workroom and shared curriculum drive
- WASC process involves entire staff, students, and parents
- School surveys-[Parent Survey](#), [Student Survey](#), [Staff Survey](#)
- Staff meetings, office staff support, and communication
- Anonymous suggestion box
- SEL training and staff social opportunities

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (1–2 pages maximum)

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.1 Findings:

Students at Forest Charter School receive academic, social/emotional, and multi-tiered systems of support through a variety of resources and services to ensure that they are both college and career ready. Forest Charter ensures that all students can access an equitable education through a variety of support services, along with school activities and community activities. Through stakeholder input, Forest Charter has been able to offer a variety of services to students to ensure their success. This has been accomplished through ongoing Supervising Teacher meetings, SST meetings, IEP meetings, 504 meetings, student of concern meetings, tiered re-engagement and review board meetings provided by both the Supervising Teacher and the administration.



To guide students and support them in being college and career ready, Forest Charter School has developed programs to assist students in post high school success. This has been done through FCS college and career counselors, college outreach, college campus visits, academic enrichment courses (Dual Enrollment) offered through our local community college, FCS college advisory courses, CTE, and A-G support from counselors.

Students have access to a wide variety of school and community resources to support their education and well-being. The school offers study halls, math and writing labs, community service clubs, on campus counseling, the FCS Nourish Cafe, school supplies for homeless students, and access to a social emotional library. Outside supports include County Mental Health, Bright Futures For Youth, Independent Living resources when transitioning from foster care, SMART panel meetings, foster youth services, County-wide homeless student programs, WIC (Women, Infant, Child) for pregnant students, and additional resources targeting specific student needs.

Supporting Evidence:

- [Students of Concern meetings, Re-engagement, and review board meetings](#)
- SSTs, IEPs and 504s
- ST meetings and flexible check-ins
- College outreach and field trips
- One-on-one help when requested
- Counseling
- Diverse curriculum, library options, and alternative instructional approaches
- Academic enrichment through community colleges

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.**E3.2 Findings:**

Forest Charter School evaluates the success of the multi-tiered support system in addressing students' social-emotional learning needs through regular students-of-concern meetings with each Supervising Teacher, student surveys, CA Healthy Kids surveys, and evaluation of health class assignments that address SEL topics, such as suicide prevention, mindfulness, and bullying prevention. The FCS administration also works closely with the counseling team that has been dedicated to creating SEL curriculum for the school and has regular check-ins with students, staff, and, in some cases, even parents. Additionally, school counselors are encouraged to visit site-based classes as often as possible to address SEL needs based on information gathered from the mentioned meetings and surveys. The result is that students and staff feel supported, and confident that their mental health is a priority at Forest Charter School. Through these actions, the school leadership acknowledges the importance of continuing and expanding the support system to ensure that all students receive the necessary support.

Supporting Evidence:

- Students of Concern meetings
- SEL curriculum, Visits from counseling staff
- [Character traits of the month](#)
- Health class assessments



- Standardized testing
- Student surveys and Healthy Kids survey

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to school-wide student goals/graduate profile, academic standards, and college and career readiness.

E3.3 Findings:

Forest Charter School has a variety of programs to serve students' learning needs. While all students are enrolled as independent study students, they may also register for co-ops, on-site classes, online classes, or community college classes. Many students choose to take part in community projects such as senior center collaborations and volunteer opportunities through Service Club. Students and families fundraise together for field trips, which they help choose and plan, and they also give valued input for what enrichment classes are offered at FCS's learning centers. The entire school staff believes in the mission to help guide each student on their own unique path in life and help them become a healthy member of society. Additional activities include attending science camps, academic tournaments, passion projects, internships/work experience, and student led conferences.

Supporting Evidence:

- Field trips: Science Camp, Jug Handle, Yosemite, San Francisco, Ropes Course
- Academic Tournaments, Passion Projects, and Internships
- Student led conferences
- Clubs
- [College and Career Advisors](#), including scholarship support
- Program options: co-ops, block classes, IS

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3.4 Findings:

At Forest Charter School, students are encouraged to make personal connections to their own educational experiences through interactions with their peers, instructors, Supervising Teachers, and the broader community. Flexible schedules and personalized coursework allow students to have choices in their own projects, as they seek help and communicate with teachers for support both in and outside of class. FCS teachers are hired and trained to be open to student input that helps make coursework relevant to them as individuals. Supervising Teachers encourage students to advocate for themselves in student-led learning record meetings. Students are expected to participate and self-reflect in these meetings, as well as in their own SST, 504, and IEP meetings. Outside the classroom, students participate in a wide range of community-based activities, both as individuals and in groups. These opportunities include, but are not limited to, working with the Humane Society, creek restoration, sugar pine planting projects, community fundraisers, and more.



Supporting Evidence:

- Community service opportunities for IS and co-op students
- Student led conferences and LR meetings
- Block class teachers available to support students outside of class
- Students are encouraged to express themselves and are welcomed
- Students encouraged to participate in SST, IEP and 504 meetings
- Flexible schedule allows students to access the people and tools needed

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength:

1. Forest Charter School excels at individualizing and personalizing a learning plan for each student.
2. The counselors who serve both special education and general education students have done a great job addressing the emotional health needs of the FCS student body, and this team has created and implemented a multitude of curricula and supports for the entire school community.

Areas of Growth:

1. Stakeholders would welcome more collaboration between the student body at all campuses, including collaborative field trips, art shows, and/or virtual partnerships.
2. As positive, gentle, and welcoming as the FCS school climate is, there is a shortage or absence of outright school spirit.
3. The growth of mental and emotional health support services at FCS has been impressive, but the need to expand in order to keep pace with growing needs is evident.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas

- Subject-specific departments will provide professional development training to STs on updated curricula, teaching methodologies and grading practices.
- FCS will continue to grow its CTE program by offering more pathways and it will explore using different course providers to provide a more personalized learning experience.
- Increase stakeholder involvement with academic learning
- Improve Math and ELA scores
- Increase communication between the SPED Department and Supervising/Classroom Teachers
- Continued development of mental health tools and support staff.



Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

Insert the table with prioritized strengths and growth areas.

	Category A	Category B	Category C	Category D	Category E
Strength	FCS has clear fiscal policies and procedures to keep the school in compliance.	STs have a diverse knowledge base, and collaborate together formally and informally, which allows for authentic differentiation to better serve students.	ST's have a close relationship with students and parents. This gives them insight into unmet needs and how to provide social, emotional, and academic support, including adaptations to or replacement of curricula.	Personalized curriculum based on assessments to support learning for all students	Forest Charter School excels at student individualization and inclusivity.
Growth	Revisit the Curriculum Rotation plan which was put on hold during the COVID-19 pandemic	Subject-specific departments will provide professional development training to STs on updated curricula, teaching methodologies and grading practices. FCS should continue to grow its CTE program by offering more pathways and it will explore using different course providers to provide a more personalized learning experience.	Increase stakeholder involvement with academic learning Identify curriculums with online interventions	Improve Math and ELA scores Increase communication between the SPED Department and Supervising/ Classroom Teachers	Continued development of mental health tools and mental health support staff. Support collaborative activities between campuses



Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

Based upon the feedback we've received and the analysis of that data, the leadership team has identified the following student learner needs:

1. Supervising teachers seeking to serve students in FCS's personalized learning model need expanded training on methods, evolving curriculum, and course options.
2. FCS's Career Technical Education program is now up and running but there is a need to expand both participation and course options for participants to become completers.
3. Survey data, focus group findings, and assessments have all shown that more involvement and commitment from families is needed to raise proficiency rates in ELA and math.
4. Students with disabilities are struggling to reach proficiency in most assessments at Forest Charter School.

The growing demands to address students' emotional health and on special education programs points out the need to streamline communication and cooperation between general education and special education faculty.

Faculty surveys and work by the focus groups in this self-study point out the need for additional training and options for the supervising teachers. Under FCS's personalized learning model, teachers often deliver and supervise coursework in a variety of subject areas for their students. The STs have indicated that ever changing curriculum requires updated training in methods and options for the STs.

FCS currently offers four CTE pathways (Game Design, Hospitality and Tourism, Entrepreneurship, and Emergency Response), and feedback from the focus groups indicates that the options for achieving completer status need to be expanded. Entrepreneurship is the only on-site offering available so far, and this is a dual enrollment course offered through Sierra College that meets on our Nevada City campus. Feedback also identified a need to have more options available at all of our learning centers.

The challenge to raise proficiency levels for all student student groups has been a persistent issue among our student populations. Approaches to address this challenge in math have included a peer tutoring program, adding sections of learning center math courses, offering expanded online tutoring, introducing assessment-driven curriculum (iReady), new instructional methods (e.g. flipped classroom), and increasing the number of math labs on campus. The impact has been promising at times, but the pandemic certainly represented a setback. The



consensus among the focus groups and the leadership team is that greater buy-in from the families and students may be the necessary next step in this improvement process.

The focus groups and leadership team have also identified the need for greater integration and more seamless cooperation between the FCS special education and general education programs. As the number of students with identified learning disabilities and special needs among our student population has spiked this year, the need for clear communication, streamlined scheduling, and unification of purpose between the two programs becomes increasingly essential. In fact, these topics will comprise the focus for professional development at FCS in the '23-'24 school year. Both the FCS special education team and the general education faculty are staffed by highly motivated and competent professionals, but the increased numbers of students qualifying for services has posed challenges to the efficacy of business as usual between the two departments.

As a result of our self-study findings we have identified the following school-wide growth areas for continuous improvement:

1. The percentage of students who demonstrate grade level proficiency in ELA and math will increase annually.
2. Forest Charter School will maintain its positive school climate.
3. Increase participation in CTE and create more course options for participants to become completers.



Chapter 5: School-wide Action Plan

- State any additional specific strategies to close achievement gaps of student groups in the school-wide action plan/SPSA.
- Revise the school-wide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)
- Describe the process to monitor student learning based on the major student learner needs, the school-wide learner goals, academic standards, and the progress for each area in the school-wide action plan/SPSA.

Forest Charter School Action Plan 2024

ACTION PLAN GOAL #1:

The percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually

Alignment with [LCAP](#) Goals:

LCAP Goal #1: The percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually

Major Student Learner Needs:

Students are struggling in math and ELA achievement

Identified Schoolwide Growth Areas

Professional development from subject experts, increase stakeholder involvement in academic learning, increase communication between special ed department and general ed

ELA Goals based on Data

Student Group	2021/22 CAASPP Percent Proficient in ELA	2026-27 Goal of Percent Proficient
Schoolwide (SW)	50.9%	56%
Students with Disabilities (SWD)	19.35%	24%
Socio-Economically Disadvantaged (SED)	39.34%	45%
Hispanic	41.38%	46%
White	53.11%	58%



Math Goals based on Data		
Student Group	2021/22 CAASPP Percent Proficient in Math	2026-27 Goal of Percent Proficient
Schoolwide (SW)	35.23%	40%
Students with Disabilities (SWD)	15.15%	20%
Socio-Economically Disadvantaged (SED)	21.37%	26%
Hispanic	24.14%	29%
White	39.76%	44%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Improve average iReady participation (local benchmark). Current average: ELA: 65.7% & Math:67.66	Identified students who have completed the iReady diagnostic	Increase participation in our local benchmark by 5% each year
Identify intervention curriculums (one online and one paper version) for students not working at grade level in ELA and/or math on the benchmark assessment	Identified intervention curriculum as part of the tiered intervention process	Track student participation in intervention curriculum and increased iReady diagnostic scores
Require performance task assignments each learning period as part of regular curriculum	Purchased or developed performance tasks for grade 3-8 & 11 in math and ELA	Improved CAASPP scores and a method for tracking participation
Improve stakeholder involvement in academic learning	Training programs and opportunities are articulated and offered for families	Improved work completion

ACTION PLAN GOAL #2: Forest Charter School will maintain its positive school climate
Alignment with LCAP Goals: Forest Charter School will maintain its positive school climate
Major Student Learner Needs: Mental health support, school connectedness



Identified Schoolwide Growth Areas

Continued development of mental health tools, collaborative activities between campuses

School Climate Goals Based on Data

	2022	2026-27 Goal
Attendance rates	97.25% (2022)	Maintain an attendance rate above 97.5%
Chronic Absenteeism	2.9% (2022)	Maintain Chronic Absenteeism to below 3%
High school dropout rate	14%(2022)	Reduce High school dropout rate to below 8%
High school graduation rate	86%(2022)	Increase the High school graduation rate to 92%

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes
Provide student activities to promote school connectedness	Schoolwide participation	FCS Surveys will show student, parent, staff feel safe at Forest Charter and feel connected to Forest Charter By 2027, there will be an overall decrease in Forest Charter's high school dropout rate
Provide professional development that focuses on supporting students social emotional learning/needs and promotes understanding the relationship between mental health and academic success	Staff meeting agendas/attendance, small group trainings	FCS Surveys will show student, parent, staff feel safe at Forest Charter and feel connected to Forest Charter By 2027, there will be an overall decrease in Forest Charter's high school dropout rate
Maintain mental health counselors and behavior specialist to support student's emotional needs and teachers	Staff are employed	FCS Surveys will show student, parent, staff feel safe at Forest Charter and feel connected to Forest Charter By 2027, there will be an overall decrease in Forest Charter's high school dropout rate



ACTION PLAN GOAL #3:

Increase participation in CTE and create more course options for participants to become completers

Alignment with [LCAP](#) Goals:

Not part of LCAP

Major Student Learner Needs:

FCS will continue to grow its CTE program by offering more options to access CTE and it will explore using different course providers to provide a more personalized learning experience

Identified Schoolwide Growth Areas

Need to improve opportunities for High School students to complete a CTE pathway

CTE Data

	CTE Completers 2022-23	2026-27 Data Goal Increase
Schoolwide	0	18
Nevada City Learning Center	0	10
Truckee Learning Center	0	5
Auburn/Foresthill Learning Center	0	3

Specific Actions to Increase participation in CTE	Evidence of Implementation	Measurable Student-Focused Outcomes
Promote availability and benefits of CTE	Articles from newsletter/emails, staff meetings agendas (training staff), information events	Increased participation in CTE
Explore ways to provide more options for CTE at our satellite learning centers	More options for taking CTE classes are available	Increased participation in CTE
Develop options for the “completer” step of CTE	More “completer” options have been developed and articulated	Increased number of CTE completers
Explore graduation pathway through CTE for students who want to focus on career preparedness	CTE graduation pathway is available to students	Participation in a new graduation pathways



Appendices: Links to relevant evidence:

- A. [Mission Statement](#)
- B. [Learning Goals](#)
- C. [Character Values](#)
- D. [Glossary of terms unique to Forest Charter School](#)
- E. [Enrollment and demographic data](#)
- F. [CAASPP Data](#)
- G. [FCS Benchmark Data \(iReady\)](#)
- H. [Results of student interviews](#)
- I. [Results of student survey](#)
- J. [Results of parent survey](#)
- K. [Results of staff survey](#)
- L. [Suspension, Expulsion, and Attendance Rates](#)
- M. [California Healthy Kids Survey Summary Results 2021-22](#)
- N. [California Healthy Kids Survey Summary Results 2022-23 \(Note: There is no student report this year due to low participation\)](#)
- O. [FCS classes and co-op schedules](#)
- P. [Tiered Intervention Process](#)
- Q. [FCS Recommended K-8 Intervention Curriculum](#)
- R. [AP, A-G, and college attendance rates](#)
- S. [Graduation Rates](#)
- T. [FCS Graduation Requirements](#)
- U. [FCS recommended course of study for college bound students](#)
- V. [FCS Operating Budget and MYP 2023-24](#)
- W. [Links to FCS school plans & other information](#)
 - a. [LCAP](#)
 - b. [SARC](#)
 - c. [California Dashboard Summary](#)
 - d. [FCS Charter Document](#)
 - e. [Approved AP course list](#)
 - f. [UC A-G approved course list](#)