

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

June 9, 2026

5:05 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959
Network User ID: FC_Public
Network Password: PineCedar2

10725 Pioneer Trail # 201, Truckee, CA 96161
23221 Foresthill Road, Foresthill, CA 95631
11952 Masters Court, Auburn, CA 95603

Dan Thiem, Chair Amber Baker, Parent Representative Makala Clinton Parent Representative Amea Medeiros, Parent Representative Gabriella Stockdale, Parent Representative Tita Fowler, Secretary
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Join the meeting via Zoom:

<https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazI3bERnZGIYUT09>

Meeting ID: 854 0839 8614

Passcode: 873378

Dial by your location

+1 408 638 0968 US (San Jose)

Meeting ID: 854 0839 8614

Find your local number: <https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazI3bERnZGIYUT09>

AGENDA:

1. Call To Order
2. Roll Call
3. Information/Action: A, B, and C may be considered for Consent Agenda--Meshawn Simmons
(E-Attachments)
 - Shall the Consent Agenda be approved?
 - A. Adoption of the June 9, 2026, Meeting Agenda
 - B. May 12, 2026 Charter Council Meeting Minutes (*page 5*)
 - C. Warrants (April) (*page 10*)

4. Discussion: Other

The public may comment on agenda items or other matters within the Board's jurisdiction. Comments are limited to three (3) minutes per speaker. Please note that Board members are not permitted to respond to comments during the public forum, per California's Brown Act (Gov. Code §54954.3).

Information/Discussion Items:

5. Information: Charter Council Board and Elections—Peter Sagebiel, Dan Thiem

Peter and Dan report on the Charter Council elections.

6. Information: Learning Center Updates—Dawn Anthney, Janice Eggers, Christine Sween

Dawn, Janice, and Christine will provide learning center updates.

7. Information: Charter Renewal - Peter Sagebiel

Peter will provide the Council with an update on the FCS Charter Renewal.

8. Information: Student Achievement—B.J. Hatcher

B.J. will provide the Council with an update on student achievement.

9. Information: Local Indicators—B.J. Hatcher

(page 15)

B.J. will present the Local Indicators to the Council for review.

10. Information: 2025/26 Budget and Cash Flow—Meshawn Simmons

(page 33)

Meshawn will update the Council on the 2025/26 budget items.

Action Items:

11. Action: Forest Charter School Policies—Meshawn Simmons

(page 36)

- Should the Council approve the addition of the following Forest Charter School policies:
 - Cell Phones and Other Electronic Signaling Devices Policy
 - Enrollment Policy
 - Extreme Weather Policy
 - Grade Appeal Policy (Elementary & High School)
 - Student Searches Policy
 - Suicide Prevention Policy
 - Suspension and Expulsion Policy

12. Action: Forest Charter School 2024 Taxes--Meshawn Simmons

(page 67)

- Should the Council accept the Forest Charter School 2024 Taxes?

13. Action: Longevity Stipend--Meshawn Simmons

(page X)

- Should the Council approve the addition of longevity stipends to the salary schedules?

14. Action: Forest Charter School 2026/27 Budget Narrative, and Adopted Budget--Meshawn Simmons

(page 110)

- Should the Council approve the 2026/27 Cash Flow, Budget Narrative, and Adopted Budget?

15. Action: Forest Charter School 2026/27 Education Protection Account (EPA)--Meshawn Simmons

(page 117)

- Should the Council approve the Forest Charter School 2025/26:
 - Education Protection Account (EPA) Resolution #2526-01-139?
 - EPA Expense Detail and Spending Plan?

16. Action: Forest Charter School 2026 Local Control & Accountability Plan (LCAP)--Peter Sagebiel

(page 121)

- Should the Council approve the Forest Charter School 2026 LCAP?

17. Action: Approval of CalSTRS Charter School/Nonprofit Public Benefit Corporation (NPBC) Certification (IRS Notice 2015-07)--Meshawn Simmons

(page 204)

- Should the Council approve the CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification form as required by IRS Notice 2015-07, and authorize Forest Charter School to execute the certification and all associated publicly available written contractual agreements necessary to provide CalSTRS retirement benefits to eligible employees?

18. Action: Surplus Old Equipment and Materials—Meshawn Simmons

(page 208)

- Should the Council approve the surplus of old equipment and materials (lists included)?

19. Appointment of New Forest Charter Board Members-Peter Sagebiel

- Should the Council appoint the following Forest Charter School parents to the Forest Charter School Board beginning in the 2026-27 School Year?
 - Carrie Brunt
 - Alicia Smith

20. Director's Update--Peter Sagebiel

- Graduation and Promotions
- Staff Evaluations
- Other

21. Future Agenda Items

- i-Ready and CAASPP comparisons (same students not taking both?)

22. Information: Reminder of Future Meetings

2026: 8/25, 9/15, 10/6, 11/10, 12/8**

2027: 1/12, 2/9, 3/9, 4/20, 5/11, 6/8*, 6/8****

***Special Meeting/Public Hearing **Budget Meeting**

23. Closed Session: Student Matter—Peter Sagebiel, Dawn Anthney

- Consideration of Student Alternate Graduation Path / Exception to Graduation Requirements for student 80222. (Government Code Section 54957 / Education Code Section 35146)

24. Action: Adjourn

This agenda was posted at least 72 hours in advance of the meeting at the Forest Charter School Locations: 470 Searls Avenue, Nevada City, CA 95959; 10725 Pioneer Trail # 201, Truckee, CA 96161; 23221 Foresthill Road, Foresthill, CA 95631; 11952 Masters Court, Auburn, CA 95603

Posted: 06/04/26

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours before the scheduled meeting, can be viewed at the Forest Charter School office – located at 470 Searls Avenue, Nevada City, California. For more information, please call 530.465.4823.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact Tita Fowler at the Forest Charter School office at 530.465.4823 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]

Forest Charter School

Monthly Charter Council Meeting Minutes – May 12, 2026

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959

10725 Pioneer Trail # 201, Truckee, CA 96161
23221 Foresthill Road, Foresthill, CA 95631
11952 Masters Court, Auburn, CA 95603

Council Members:

Dan Thiem, Community Representative, and Chair
Amber Baker, Parent Representative
Makala Clinton, Parent Representative
Gabriella Stockdale, Parent Representative
Amea Medeiros, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Dan Thiem, Meshawn Simmons, Dawn Anthney, Makala Clinton, Janice Eggers, Tita Fowler, B.J. Hatcher, Bernadette Healy (Auburn), Amea Medeiros, Christine Sween (Foresthill), Gabriella Stockdale, **Absent:** Katy Baggett, Amber Baker, Peter Sagebiel, Dave Stanger

- 1. Call to Order: 5:02 pm**
- 2. Roll Call:** Dan Thiem, Meshawn Simmons, Dawn Anthney, Makala Clinton, Janice Eggers, Tita Fowler, B.J. Hatcher, Bernadette Healy (Auburn), Amea Medeiros, Christine Sween (Foresthill), Gabriella Stockdale
- 3. Information/Action: A, B, and C may be considered for Consent Agenda—Meshawn Simmons**

The May 12, 2026, Regular Meeting Charter Council Agenda, as well as the April 21, 2026, Regular Meeting Minutes, Contracts, and Warrants, were presented for approval.

Amea Medeiros made a motion to approve the Consent Agenda. Gabriella Stockdale seconded—all ayes.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem
Nays: None

- 4. Discussion: Other**

None.

Information/Discussion Items:

5. Information: Learning Center Updates—Dawn Anthney (Nevada City), Janice Eggers (Truckee), Christine Sween (Auburn/Foresthill)

Janice, Dawn, and Christine provided updates on learning center activities, year end field trips, and highlighted current classroom topics. All campuses are buzzing with wrapping up this school year and ramping up for next school year. Enrollment is looking good. We are especially excited to celebrate our graduating students across all campuses. Independent Study student highlights included families that have used Forest Charter's individualized learning model to encourage and excite their families love of learning and applying it to real life skills and interests.

6. Information: Local Control Accountability Plan (LCAP)—Peter Sagebiel

Meshawn provided the Council with an LCAP update in Peter's absence. This is just a year for updates. Administration is working with the County Office on required updates.

7. Information: Charter Renewal—Peter Sagebiel

Meshawn provided the Council with an update on the Charter renewal in Peter's absence. Things are going well. Currently working on the districts' approval for our learning centers and gathering data.

8. Information: FCS Cell Phones and Other Electronic Signaling Devices Policy—Peter Sagebiel

Meshawn reviewed the draft Cell Phones and Other Electronic Signaling Devices Policy with the Board in Peter's absence. It will be brought back at the June meeting for approval.

9. Information: Student Achievement—B.J. Hatcher

B.J. provided an update on CAASPP testing and reviewed 24/25 and 25/26 i-Ready comparisons.

10. Information: 26/27 Salaries and Longevity—Meshawn Simmons, Peter Sagebiel

Meshawn provided information on an analysis of the 26/27 salaries and introduced conversation and information on adding longevity to salary schedules. With the increasing staff, positions that are being impacted are being assessed. More analysis will take place, and the topic will be revisited at the June meeting.

11. Information: 2025/26 Budget and Cash Flow—Meshawn Simmons

Meshawn provided an update on the 2025/26 Budget and Cash Flow. Everything is on track. Expenses will increase with the relocatable and campus upgrades.

Action Items:

12. Action: Forest Charter School Policies—Meshawn Simmons

The Missed Assignments, Satisfactory Educational Progress, and Involuntary Removal Policy, Record Retention & Disposal Policy, and the Grade Policy for Grades 6-12 were presented for approval.

Amee Medeiros made a motion to approve the Missed Assignments, Satisfactory Educational Progress, and Involuntary Removal, Record Retention & Disposal, and the Grades for Grades 6-12 Policies. Makala Clinton seconded—all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

13. Action: Forest Charter School 2026/27 Salary Schedules—Meshawn Simmons

Revisions to the Forest Charter School Mental Health Counselor, Nurse, and BCBA/OT Salary Schedules were presented for approval.

Gabriella Stockdale made a motion to approve revisions to the Forest Charter School Mental Health Counselor, Nurse, and BCBA/OT Salary Schedules. Makala Clinton seconded the motion. All ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

14. Action: Forest Charter School Assistant Director Job Description - Truckee Updates—Meshawn Simmons

Revisions to the Forest Charter School Assistant Director Job Description were presented to the Board for approval.

Makala Clinton made a motion to approve revisions to the Forest Charter School Assistant Director Job Description. Gabriella Stockdale seconded the motion—all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

15. Action: Forest Charter School Auburn Learning Center Lease Agreement—Meshawn Simmons

The one-year renewal for the Auburn Learning Center lease agreement was presented for approval.

Amee Medeiros made a motion to approve the one-year renewal of the Auburn Learning Center lease agreement. Gabriella Stockdale seconded the motion—all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

16. Action: 2026/27 Forest Charter School Charter Council Calendar—Peter Sagebiel

The 2026/27 Forest Charter School Charter Council Calendar was presented for approval.

Gabriella Stockdale made a motion to approve 2026/27 Forest Charter School Charter Council Calendar. Amee Medeiros seconded the motion, all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

17. Action: 2026/27 Attendance Calendar—Meshawn Simmons

The 2026/27 Forest Charter School Attendance Calendar was presented for approval.

Gabriella Stockdale made a motion to approve the 2026/27 Forest Charter School Attendance Calendar. Makala Clinton seconded—all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

18. Action: 2026/27 Local Assignment Options—Meshawn Simmons

Makala Clinton made a motion to approve the use of local assignment EC option 44865 for the 2026/27 school year. Gabriella Stockdale seconded, all ayes.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

19. Director's Update--Peter Sagebiel (Meshawn provided an update in Peter's absence)

- Staffing Updates-Janice Eggers is retiring at the end of the year. FCS is working on filling the Truckee-Assistant Director and College and Career position.
- Staff Evaluations-Peter is wrapping up staff evaluations, with the increase in staffing, we working on distribution of evaluations.
- Other-None.

20. Future Agenda Items

- i-Ready and CAASPP comparisons (same students not taking both?)

21. Information: Reminder of Future Meetings

Dates for the 2025/26 Charter Council meetings were set as follows:

2026: 6/9*, 6/9**

***Special Meeting**

****Budget Meeting**

22. Action: Adjourn at 5:55 pm

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95006432	05/01/2026	ALISON KENYON	01-5800		250.00
26-95006433	05/01/2026	ALL ABOUT LEARNING PRESS INC	01-4300		1,177.84
26-95006434	05/01/2026	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300	2,611.52	
			01-4400	6,823.60	
			01-4700	21.52	9,456.64 ✓
26-95006435	05/01/2026	B & C ACE HOME CENTER	01-4300		15.27
26-95006436	05/01/2026	BRAVE WRITER LLC	01-5800		328.80
26-95006437	05/01/2026	BRUCE MAIRS	01-5800		4,193.20
26-95006438	05/01/2026	CARRIE BLANCHE MORRIS DBA MASTERPIECE ART ACADEMY	01-5800		7,303.28
26-95006439	05/01/2026	CATHLEEN WHITING	01-5800		1,612.00
26-95006440	05/01/2026	COLTIN MILLER	01-5800		2,340.00
26-95006441	05/01/2026	CULLIGAN OF SACRAMENTO	01-5540		236.70
26-95006442	05/01/2026	ELEMENTAL LEARNING, INC.	01-5800		4,272.08
26-95006443	05/01/2026	FLEXTG LLC	01-4300		144.45
26-95006444	05/01/2026	FOREST CHARTER REVOLVING	01-5220		84.00
26-95006445	05/01/2026	GOLD COUNTRY GYMNASTICS	Cancelled		2,709.40 *
Cancelled on 05/08/2026					
26-95006446	05/01/2026	HAFDIS TRAUSTADOTTIR	01-5800		211.13
26-95006447	05/01/2026	HOLLY HESS HART	01-5800		670.00
26-95006448	05/01/2026	HOUSE OF PRINT & COPY LLC	01-4300		428.43
26-95006449	05/01/2026	JAN TURTON'S MUSIC	01-5800		395.00
26-95006450	05/01/2026	JANET WARNECKE	01-5800		750.00
26-95006451	05/01/2026	LANI HERMOSILLO	01-5800		470.00
26-95006452	05/01/2026	LAUREN DUCHENE	01-5800		95.00
26-95006453	05/01/2026	LITTLE BIRD MUSIC, INC.	Cancelled		336.00 *
Cancelled on 05/08/2026					
26-95006454	05/01/2026	MATH U SEE INC	01-4300		125.40
26-95006455	05/01/2026	MINERS HARMONY MUSIC STORE	01-5800		240.00
26-95006456	05/01/2026	NEVADA COUNTY COMPOSERS COOP	01-5800		750.00
26-95006457	05/01/2026	NEVADA COUNTY SUPERINTENDENT	01-9514		3,813.68
26-95006458	05/01/2026	ORIGO EDUCATION INC	01-4300		32.66
26-95006459	05/01/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	13.40	
			01-5520	92.45	105.85
26-95006460	05/01/2026	PHILLIPS SCHOOL OF KUNG FU SAN SOO	01-5800		368.00
26-95006461	05/01/2026	ROBERT HEISER	01-5800		2,520.00
26-95006462	05/01/2026	SAVINA HAVENS	01-5800		699.00
26-95006463	05/01/2026	SINGAPORE MATH INC	01-4300		260.35
26-95006464	05/01/2026	SOUTHWEST GAS CORPORATION	01-5510		160.94
26-95006465	05/01/2026	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		612.00
26-95006466	05/01/2026	T-MOBILE	01-5800	2.51	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95006466	05/01/2026	T-MOBILE	01-5930	149.49	152.00
26-95006467	05/01/2026	THE CLEANING SOLUTION	01-5800		2,930.00
26-95006468	05/01/2026	US BANK CORPORATE PAYMENT SYS	01-4300	1,060.91	
			01-5300	75.00	
			01-5800	2,354.15	
			01-5920	5.59	
			Unpaid Tax	23.77-	3,471.88
26-95006469	05/01/2026	VERIZON	01-5800		38.01
26-95006470	05/01/2026	YESHIVA DERECH HATORAH	01-4300	224.29	
			Unpaid Tax	18.29-	206.00
26-95006865	05/08/2026	ABSOLUTE COMM SOLUTIONS	01-5800		500.00
26-95006866	05/08/2026	ALL ABOUT LEARNING PRESS INC	01-4300		523.14
26-95006867	05/08/2026	ANTHEM BLUE CROSS	01-9514		51,066.67 ✓
26-95006868	05/08/2026	APLUS+	01-5300		9,750.00 ✓
26-95006869	05/08/2026	BRIGHT THINKER INC.	01-4300		487.83
26-95006870	05/08/2026	CLEARFLY COMMUNICATIONS	01-5930		461.81
26-95006871	05/08/2026	CULLIGAN OF SACRAMENTO	01-5540		236.70
26-95006872	05/08/2026	DE LAGE LANDEN FINCL SRV INC	01-5600		1,891.33
26-95006873	05/08/2026	ESSENTIALS IN WRITING	01-4300	149.16	
			Unpaid Tax	12.16-	137.00
26-95006874	05/08/2026	EXTREME GYMNASTICS, INC	01-5800		380.00
26-95006875	05/08/2026	INSTITUTE FOR EXCELLENCE/IN WR ITING	01-4300		218.84
26-95006876	05/08/2026	LYUBOV KRESHCHUK DBA MATH AT T HE BAY LLC	01-5800		900.00
26-95006877	05/08/2026	PENELOPE SULLIVAN	01-5800		1,083.00
26-95006878	05/08/2026	R&B COMMUNICATIONS	01-5800		395.00
26-95006879	05/08/2026	SEBASTIAN	01-5930	119.57	
			01-5940	61.85	181.42
26-95006880	05/08/2026	SIERRA NEVADA BOULDERING GYM	01-5800		988.00
26-95006881	05/08/2026	T-MOBILE	01-5800	24.66	
			01-5930	1,469.04	1,493.70
26-95007309	05/15/2026	19SIX ARCHITECTS	01-5800		6,150.00 ✓
26-95007310	05/15/2026	ALISON KENYON	01-5800		200.00
26-95007311	05/15/2026	AQUA MI	01-5800		840.00
26-95007312	05/15/2026	ASTOUND	01-5930	8.52	
			01-5940	105.23	113.75
26-95007313	05/15/2026	AT&T	01-5930		31.91
26-95007314	05/15/2026	AUBURN GYMNASTICS CENTER	01-5800		250.00
26-95007315	05/15/2026	AUBURN TUTORING LLC	01-5800		3,087.00
26-95007316	05/15/2026	BALLET REJOICE SCHOOL FOR THE ARTS	01-5800		384.00
26-95007317	05/15/2026	BRANDILYN DAVIDSON	01-5800		190.00
26-95007318	05/15/2026	BRITTANY BROWN	01-5800		375.00
26-95007319	05/15/2026	CHRISTY WHITE ACCOUNTANCY	01-5800		4,424.62
26-95007320	05/15/2026	CITY OF NEVADA CITY	01-5540	388.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95007320	05/15/2026	CITY OF NEVADA CITY	01-5550	116.26	504.26
26-95007321	05/15/2026	CLEVER MINDS	01-5800		830.00
26-95007322	05/15/2026	COLLEEN MANUOLA	01-5800		2,700.00
26-95007323	05/15/2026	COMCAST	01-5930	329.66	
			01-5940	27.34	357.00
26-95007324	05/15/2026	CRYSTAL DOUGHERTY	01-5220		28.00
26-95007325	05/15/2026	DEROCHE LLC DBA YOUTH MVMNT	01-5800		3,633.00
26-95007326	05/15/2026	ELIZABETH MCCOMB	01-5800		220.00
26-95007327	05/15/2026	EMILY BALGA	01-5800		1,260.00
26-95007328	05/15/2026	EMILY PELLEGRINI	01-5800		300.00
26-95007329	05/15/2026	GLADIZ DE LA TORRE DBA ESPANOL CON GLADIZ	01-5800		252.00
26-95007330	05/15/2026	HAFDIS TRAUSTADOTTIR	01-5800		600.00
26-95007331	05/15/2026	HEATHER GROVE	01-5800		525.00
26-95007332	05/15/2026	HOLLY HESS HART	01-5800		815.00
26-95007333	05/15/2026	HURLEY, DANIEL C	01-5220		35.00
26-95007334	05/15/2026	INSPIRED LEARNING LLC dba SYLV AN LEARNING	01-5800		520.00
26-95007335	05/15/2026	IRONWORKS GYM	01-5800		2,885.00
26-95007336	05/15/2026	KAREN JANSON DBA DANCE NATURAL CREATIVE COMPLEX	01-5800		180.00
26-95007337	05/15/2026	KATHRYN NUNN	01-5800		1,670.00
26-95007338	05/15/2026	LITTLE BIRD MUSIC, INC.	01-5800		192.00
26-95007339	05/15/2026	MILLER, JESSICA J	01-5220		77.00
26-95007340	05/15/2026	MINDY CHITTOCK	01-5800		6,060.00
26-95007341	05/15/2026	MINERS HARMONY MUSIC STORE	01-5800		40.00
26-95007342	05/15/2026	MUSIC LAB AUBURN, LLC	01-5800		800.00
26-95007343	05/15/2026	NEVADA CITY BALLET ACADEMY	01-5800		1,040.00
26-95007344	05/15/2026	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-4300	21,925.67	
			01-5100	138,140.68	160,066.35 ✓
26-95007345	05/15/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	666.39	
			01-5520	2,018.40	2,684.79
26-95007346	05/15/2026	PAMELOT A SCHOOL OF DANCE	01-5800		762.00
26-95007347	05/15/2026	PENELOPE SULLIVAN	01-5800		281.00
26-95007348	05/15/2026	Rebecca Gonnella	01-5800		1,300.00
26-95007349	05/15/2026	RICHARDS, HEIDI L	01-5220		38.50
26-95007350	05/15/2026	ROSE-MAY MICKELSON	01-5800		300.00
26-95007351	05/15/2026	ROSEVILLE COMMUNITY SCHL	01-5800		480.00
26-95007352	05/15/2026	SEAN BIANCO	01-5800		150.00
26-95007353	05/15/2026	SPD MARKET- NEVADA CITY	01-5920		334.00
26-95007354	05/15/2026	SUSAN PERKO	01-5800		320.00
26-95007355	05/15/2026	SUTTON, KATHRYN J	01-5220		82.60
26-95007356	05/15/2026	SUZIE GEMIGNANI	01-5800		495.00
26-95007357	05/15/2026	T-MOBILE	01-5800	4.30	
			01-5930	256.17	260.47

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

 ERP for California

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95007358	05/15/2026	TARALEIGH DUFFY	01-5800		1,800.00
26-95007359	05/15/2026	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	618.86	
			01-5540	140.59	759.45
26-95007360	05/15/2026	VITAMANTI-BOREL, JENNIFER J	01-5220		77.00
26-95007361	05/15/2026	WASTE MANAGEMENT	01-5570		486.75
26-95007362	05/15/2026	WHOLE MUSIC STUDIO, LLC	01-5800		335.00
26-95007363	05/15/2026	YOUNG MINNEY & CORR LLP	01-5802		2,728.00
26-95007646	05/22/2026	ABSOLUTE COMM SOLUTIONS	01-5800		125.00
26-95007647	05/22/2026	AT&T	01-5940		1,934.32
26-95007648	05/22/2026	AUBURN GYMNASTICS CENTER	01-5800		1,172.00
26-95007649	05/22/2026	AUBURN RACQUET CLUB INC.	01-5800		730.00
26-95007650	05/22/2026	CARRIE BLANCHE MORRIS DBA MASTERPIECE ART ACADEMY	01-5800		3,651.72
26-95007651	05/22/2026	CLEVER MINDS	01-5800		405.00
26-95007652	05/22/2026	CLINTON WEAKLEY DBA COPPERWOOD CONSTRUCTION	01-5800		4,000.00
26-95007653	05/22/2026	CRYSTAL DOUGHERTY	01-5220		14.00
26-95007654	05/22/2026	DIPIETRO & ASSOCIATES, INC.	01-5800		396.00
26-95007655	05/22/2026	ELEMENTAL LEARNING, INC.	01-5800		4,272.09
26-95007656	05/22/2026	ELIZABETH BROWN	01-5800		616.00
26-95007657	05/22/2026	EZ WAY DRIVING SCHOOL	01-5800		200.00
26-95007658	05/22/2026	GOLD COUNTRY GYMNASTICS	01-5800		2,993.00
26-95007659	05/22/2026	HAISEN HAVEN INC. DBA CODE NINJAS	01-5800		985.00
26-95007660	05/22/2026	IN SYNC DANCE	01-5800		750.00
26-95007661	05/22/2026	LEARNING WITH LITERATURE	01-5800		3,813.94
26-95007662	05/22/2026	LISA MICHELLE CLEMENT	01-5800		152.49
26-95007663	05/22/2026	OFFICE DEPOT	01-4300		95.31
26-95007664	05/22/2026	PAGLIARO, BRIA M	01-8699		38.50
26-95007665	05/22/2026	PROCURIFY TECHNOLOGIES INC	01-5800		19,929.53
26-95007666	05/22/2026	RALEIGH MYERS-GROGAN	01-5800		1,370.00
26-95007667	05/22/2026	RICHARD T KIRKPATRICK	01-5800		120.00
26-95007668	05/22/2026	SARAH MARIE ALDRICH	01-5800		1,200.00
26-95007669	05/22/2026	SHERRY TORGERSO	01-5800		1,950.00
26-95007670	05/22/2026	SOUTHWEST GAS CORPORATION	01-5510		223.01
26-95007671	05/22/2026	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		128.00
26-95007672	05/22/2026	TAHOE TOTAL HOME CARE DBA ALPE NGLW	01-5800		2,365.00
26-95008075	05/29/2026	4 ELEMENTS EARTH EDUCATION INC	01-5800		1,202.50
26-95008076	05/29/2026	AUBURN GYMNASTICS CENTER	01-5800		720.00
26-95008077	05/29/2026	AUBURN RACQUET CLUB INC.	01-5800		1,250.00
26-95008078	05/29/2026	CENTER STAGE DANCE STUDIO	01-5800		203.00
26-95008079	05/29/2026	DENISE GYNELL DOSHIER	01-5800		2,910.00
26-95008080	05/29/2026	GENERATIONS HEALTH CLUB LLC	01-5800		800.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95008081	05/29/2026	GOLD COUNTRY GYMNASTICS	01-5800		2,375.34
26-95008082	05/29/2026	HOMESTEAD TRAINING CTR LLC	01-5800		1,200.00
26-95008083	05/29/2026	IN SYNC DANCE	01-5800		210.00
26-95008084	05/29/2026	JUANITA MCCREERY	01-5800		720.00
26-95008085	05/29/2026	K&T MANAGEMENT	01-5600		2,200.00
26-95008086	05/29/2026	MUSIC IN THE MOUNTAINS	01-5800		185.00
26-95008087	05/29/2026	NEVADA CITY SCHOOL DISTRICT	01-5600		15,000.00 ✓
26-95008088	05/29/2026	NICHOLAS VAUGHAN	01-5800		450.00
26-95008089	05/29/2026	PENELOPE SULLIVAN	01-5800		400.00
26-95008090	05/29/2026	PIONEER COMMERCE CENTER	01-5600		20,318.92 ✓
26-95008091	05/29/2026	PLACER CNTY OFC OF EDUCATION	01-5800		4,300.00
26-95008092	05/29/2026	SAVINA HAVENS	01-5800		524.00
26-95008093	05/29/2026	SEAN BIANCO	01-5800		150.00
26-95008094	05/29/2026	STACEY BICKMORE	01-5800		5,000.00
26-95008095	05/29/2026	THE CLEANING SOLUTION	01-5800		2,930.00
26-95008096	05/29/2026	TIFFANY MADDEN	01-5800		5,952.21 ✓
26-95008097	05/29/2026	YESHIVA DERECH HATORAH	01-4300		32.00
Total Number of Checks			161		462,632.76

	Count	Amount
Cancel	2	3,045.40
Net Issue		459,587.36


Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	159	459,641.58
	Total Number of Checks	159	459,641.58
	Less Unpaid Tax Liability		54.22-
	Net (Check Amount)		459,587.36

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	43.9	46.1%	49.1%	0.0%	4.8%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

CTE: We are adding an in-person and online hybrid option for entrepreneurship in the fall of 2026. Our in person class has been successful, but we want to expand this option to our students who live outside of Nevada City.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Staff are provided ongoing training on how to use SEL techniques to engage students and families through a supportive, non-threatening dialogue.

Due to the nature of a personalized learning program, parental participation is extremely high at Forest Charter School; all parents are partially responsible for teaching their children and work closely with staff to accomplish this task.

Our focus area for improvement will be to continue to provide training on intervention so that teachers can create better partnerships with parents as well as programs to help support students who need academic intervention.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We want to improve our ability to manage difficult conversations when families are upset regarding something with their student and/or the school. By training staff to use these moments to build trust, we can continue to build relationships between school staff and families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Due to the nature of our program, Forest Charter School does a good job of building relationships with underrepresented families. Where the concern for these families usually shows up is in the academic performance (i.e. completing assignments or working below grade level). These families will be identified during our regular students of concern meetings. Our area of improvement will be to engage these families who were identified during these meetings. Administrators will work with the supervising teacher to determine the best approach to engage the family, to identify possible community resources, and to provide the needed support for the student.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents meet with their supervising teacher at least once every learning period (approximately every four weeks) to discuss and review student learning. This process builds a close relationship between the parents, teachers and students. This is a requirement for all families including underrepresented families.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

FCS will focus on building relationships between school staff and families with students who are not completing work and/or working below grade level with the goal of increasing parental engagement in school requirements. In a non-classroom-based school like Forest Charter School, parent involvement is often the difference for students who are struggling to find success.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Forest Charter School's program design naturally engages parents as partners in their student's education. However, as noted earlier, this partnership often breaks down for students who are not completing work and/or working below grade level. FCS will conduct regular students of concern meetings with supervising teachers to identify students who need support earlier, and then work with families to help them understand expectations through Review Board meetings, SST meetings, and other relationship building approaches. Additionally, FCS will work to provide these families with additional resources through the school and/or community. Our goal is to help families understand how vital their role is in building success for their students and to provide them with tools to support their students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

FCS annually conducts a parent survey with opportunities for the parents to provide written input on a range of topics. FCS also has five parents seated on the Charter Council (governing board). The Charter Council is responsible for guiding the FCS Director, developing the school LCAP and setting policies that are best for the school. Parental participation is extremely high at FCS mainly due to the nature of our personalized learning program; all parents are required to meet with their teacher on a regular basis (approximately once every four weeks) and are partially responsible for teaching their children. FCS chose to use a survey to establish a higher participation rate than we have been able to achieve through stakeholder meetings. Due to the disparate geographic makeup of stakeholders that often comes with a non-classroom-based program, FCS has worked to establish a thorough survey that addresses all required State priorities.

The 2026 parent survey had a 26.8% participation rate. Additionally, FCS uses a communication tool (Parent Square) that allows parents to immediately respond to any communication. This way, FCS gets immediate feedback from parents regarding new policies, requirements, or other topics.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The feedback we have received from our stakeholders is that they prefer to provide feedback through out annual survey rather than though in person meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will promote the survey through multiple avenues (newsletter, all call, teachers, etc) and provide on on campus options for families lacking easy access to technology.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Each year Forest Charter School conducts an annual student survey, family survey, and staff survey. School safety and School connectedness are perennial topics in our surveys. The staff survey, and the parent survey were conducted in February 2026. Approximately 26.8% of our families, 86% of the staff participated in these surveys.

School Safety

Parents - 91.2% of parents strongly agreed or agreed that their child is safe/supervised at the Learning Center - (18.5% reported that they are not on campus with another 3% reporting neutral)

Staff - 94% of the staff feel safe on campus. 6% were neutral

School Connectedness

Parents - 84.8% of parents feel connected to the school, 7.4% were not on campus enough, so they felt like they couldn't answer this question.

Staff - 97% of staff feel connected to the school

FCS also takes into account the findings produced by the California Healthy Kids Survey adding to the information provided from the annual, student, parent and staff surveys. There have been a few years where Forest Charter did not have enough student participating to have our own report. During the 25-26 school year FCS did have enough participation for it's own report, but participation was still fairly low so we don't feel that the health kids survey accurately captures our school climate. Due to this low student participation on the Healthy Kids Survey, FCS chose to include the climate survey from our annual surveys.

School Connectedness (3-5th 90%, 6th-8th 73.6%, 9th-12th 76.5% feel connected)

School Safety (3-5th 87.3%, 6th-8th 73.6%, 9th-12th 86.8% feel safe at school)

Caring Adult Relationship (3-5th 88%, 6th-8th 70.7%, 9th-12th 80% feel they have a caring adult relationship)

NOTE: 8% of our surveyed students do not take any classes on campus. These students may have answered "neutral" or don't know not on campus for certain questions because they didn't have an on-site experience to reference, which may have negatively impacted some scores.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

School climate continues to be an area of strength for Forest Charter School. Based on the data FCS continues to have a highly positive climate. Survey results indicate that students generally feel happy, supported and safe at Forest Charter School. We do believe that some of the lower scores in the student surveys that are broken out by grade level are impacted by the independent study structure of our school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Actions FCS is taking to maintain its strong school climate is to provide ongoing SEL training to staff. Additionally, we are building more club options to support student social opportunities and the school community, looking for assembly opportunities, and providing a welcome-back program for students on the first day of school. We are hopeful that these opportunities and activities will improve our school connectedness in grades 9-12 and provide more opportunities to build caring adult relationships for our TK-5 students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Forest Charter school does not have a specific tool to track student access to a broad course of study. As a non-classroom based school 100% of our students have access to every course in our course catalog. Further if a student discovers that a course does not exist in our course catalog the school will work with the family to see if the course can be added to the current list of course offerings.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Again, as a non-classroom based school 100% of our students have access to every course in our course catalogue. Further if a student discovers that a course does not exist in our course catalogue the school will work with the family to see if the course can be added to the current list of course offerings. Currently, CTE courses are under-enrolled. CTE courses are available through the local community colleges, and these options can serve all of our learning centers. FCS launched its first CTE pathway in the Spring of the 2019/20 school year and added two pathways in the

Fall of the 2021/22 school year. FCS has developed one more pathway (game design) that was launched in the Fall of 2022. Currently most Pathways are only offered online, but beginning in the 2022-23 school year there was an in-person on campus CTE Pathway offered. This class continues to exist in the 2025-26 school year as a partnership with Sierra College. FCS will continue to add additional pathways based on student interest and local industries.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to Forest Charter School’s non classroom based structure there are no barriers to student access. All students have 100% access to all courses offered through Forest Charter School. The costs and logistics of running our own CTE program are possible barriers to expanding the existing CTE program.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The only new actions will be the continued expansion of the current CTE program and the expansion/addition of some A-G courses.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district					

Coordinating Instruction	1	2	3	4	5
community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

92%

FOREST CHARTER SCHOOL FY 25-26

Fiscal Year 2025/26 Through 6/1/26

Object	Description	Revised Budget	Revenue	% Rcvd
Total Year To Date Revenues		13,251,212.00	9,362,967.58	71%

Object	Description	Revised Budget	Actual	% Used
Total Certificated Salaries		4,365,226.00	3,946,384.26	90%
Total Classified Salaries		1,172,373.00	1,013,057.97	86%
Total Employee Benefits		2,038,812.00	1,535,202.86	75%

Books and Supplies

4300	MATERIALS AND SUPPLIES	515,262.00	484,529.26	94%
4400	NON CAPITALIZED EQUIPMENT	17,500.00	28,193.49	161% ✓
4700	FOOD	10,000.00	4,970.74	50%
Total Books and Supplies		542,762.00	517,693.49	95%

Services and Other Operating Expenditures

5100	SUBAGREEMENTS FOR SERVICES	2,233,069.00	1,795,766.66	80%
5210	CONFERENCE	9,987.00	7,518.21	75%
5220	MILEAGE REIMBURSEMENT	3,000.00	1,747.90	58%
5300	DUES AND MEMBERSHIPS	20,000.00	15,095.00	75%
5400	INSURANCE	110,000.00	79,519.17	72%
5510	GAS HEATING/FUEL	10,000.00	10,695.47	107% ✓
5520	ELECTRICITY	30,000.00	29,555.43	99% ✓
5540	WATER	6,500.00	5,102.36	78%
5550	SEWER	1,500.00	601.4	40%
5570	GARBAGE	7,500.00	4,761.27	63%
5600	RENT,LEASES,REPAIRS/NON CAP	475,000.00	480,497.54	101% ✓
5800	PROF/CONSUL/SVCS/OP EXPENSE	1,287,146.00	914,054.50	71%
5801	ADVERTISING	5,000.00	467.00	9%
5802	LEGAL FEES	55,000.00	49,840.00	91%
5806	DATA PROCESSING SERVICES	50,000.00	57,495.24	115% ✓
5840	FINGERPRINTING	1,000.00	1,066.00	107% ✓
5850	OVERSIGHT	106,573.00	53,286.00	50%
5852	BUSINESS SERVICES	106,573.00	53,286.00	50%
5920	POSTAGE/SHIPPING (OUT)	3,500.00	2,424.03	69%
5930	TELEPHONE	35,000.00	23,262.51	66%
5940	INTERNET	10,000.00	5,492.74	55%
Total Services and Other Operating Expenditures		4,563,948.00	3,591,534.43	79%

Total Year To Date Expenditures		12,683,121.00	10,603,876.01	84%
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CASH FLOW REPORT

District Forest Charter School
FISCAL YEAR: 2025-26
REPORT PERIOD: Second Interim

Date actuals are posted through:

		July	August	September	October	November	December	January	February	March	April	May	June	Total Cash	Current Year Accrual	STRS On-Behalf / Other Non-Cash	Total Activity	Current Budget
BEGINNING CASH BALANCE / BFB		3,139,736	2,723,834	2,200,900	3,571,761	3,201,709	3,107,472	3,674,899	3,502,544	3,592,345	4,158,963	3,621,918	3,454,629					3,139,736
RECEIPTS																		
Principal Apportionment	8011-8019	326,636	326,636	1,152,717	587,945	587,945	1,152,717	587,945	588,471	1,248,301	588,471	588,471	1,204,419	8,940,674	162,731	0	9,103,405	9,103,405
Property Taxes	8020-8099	0	0	0	0	0	0	217,536	372,919	0	0	246,198	267,254	1,103,906			1,103,906	1,553,830
Federal	8100-8299	35,289	35,289	63,520	63,520	63,520	63,520	63,520	66,875	66,875	66,875	0	281,125	869,928	0	0	869,928	901,527
State	8300-8599	3,484	3,484	6,272	199,078	67,924	83,659	6,272	75,498	77,406	6,263	0	731,628	1,260,969	449,924	363,589	2,074,482	1,531,179
Local	8600-8799	780	0	306	55,101	51	136,402	20,215	0	530	227	46,776	84,739	345,126	449,924	0	795,050	145,179
Interfund Transfers In	8910-8929													0			0	0
All Other	8930-8979													0	0	0	0	0
TOTAL RECEIPTS		366,189	365,409	1,222,815	905,644	719,440	1,436,298	895,488	1,103,763	1,393,112	661,836	881,444	2,569,164	12,520,603	1,062,579	363,589	13,946,771	13,235,120
DISBURSEMENTS																		
Cert Salaries	1000-1999	56,999	220,606	401,747	401,747	401,747	412,523	412,523	412,523	412,523	412,523	412,523	412,523				4,370,509	4,370,509
Actual Cert Salaries		56,999	220,606	403,546	399,797	387,167	440,683	408,243	407,939	406,123	407,912	407,369	412,523				4,358,908	
Classified Salaries	2000-2999	43,464	69,782	99,886	99,886	99,886	101,017	101,017	101,017	101,017	101,017	101,017	101,017				1,120,021	1,120,021
Actual Classified Salaries		43,464	69,782	96,790	101,514	95,666	108,900	95,832	99,773	95,010	98,091	108,236	101,017				1,114,074	
Employee Benefits	3000-3999	35,586	93,384	135,638	135,638	135,638	154,703	154,703	154,703	154,703	154,703	154,703	154,703			363,589	1,982,393	1,982,393
Actual Employee Benefits		35,586	93,384	149,056	156,356	147,448	162,645	179,216	153,465	151,263	151,775	155,009	154,703			394,630	2,084,536	
Books/Supplies	4000-4999	20,872	26,410	67,521	34,347	21,664	60,374	60,374	60,374	60,374	60,374	60,374	60,374				593,430	593,430
Actual Books/Supplies		20,872	26,410	57,718	93,208	33,573	33,246	46,392	24,944	54,925	90,081	36,323	60,374				578,067	
Services	5000-5999	516,328	276,251	301,980	352,527	337,398	396,748	396,748	396,748	396,748	396,748	396,748	396,748				4,561,717	4,561,717
Actual Services		516,328	276,251	88,575	525,215	316,109	171,589	331,954	324,501	226,329	446,619	368,065	396,748				3,988,282	
Capital Outlay	6000-6599																	0
Other Outgo	7000-7499																	0
Interfund Transfers Out	7600-7629																	0
All Other Uses	7630-7699																	0
Budgeted Disbursements		673,248	686,434	795,686	1,276,091	979,963	917,063	1,061,636	1,010,623	933,649	1,194,477	1,075,002	1,125,364			363,589	12,092,826	12,628,070
ASSET/LIABILITY TRANSACTIONS																		
Revolving Cash	9130														0		0	
Cash Awaiting Deposit	9140														0		0	
Fair Value Adj County Treasury	9111													0	0		0	
Accounts Receivable	9200-9299	634,814		954,033		167,133	49,536			115,166				1,920,682			1,920,682	
Due From Other Funds	9310													0	0		0	
Stores	9320													0	0		0	
Prepaid Expenditures-PY	9330	79,429												79,429			79,429	
Prepaid Expenditures-CY	9330													0	0		0	
Site Lease ROU Asset	9340													0			0	
Other Current Assets /IPA Deposit	9340													0		-363,589	-363,589	
TOTAL ASSETS		714,243	0	954,033	0	167,133	49,536	0	0	115,166	0	0	0	2,000,111	0	-363,589	1,636,522	
Accounts Payable-PY	9500-9599	-823,086	-201,909	-10,301	395	-847	-1,344	-6,206	-3,340	-8,011	-4,404	26,269		-1,032,784	1,032,784	0	0	
Accounts Payable-CY	9500-9599													0	0	0	0	0
Use Tax Payable-PY	9508													0	0	0	0	0
Use Tax Payable-CY	9508													0	0	0	0	0
Due to Other Funds	9610													0	0	0	0	0
Current Loan (TRANS)	9640													0	0	0	0	0
Deferred Revenue-PY	9650													0	0	0	0	
Deferred Revenue-CY	9650													0	0	0	0	0
Site Lease ROU/long term debt	9669													0	0		0	
TOTAL LIABILITIES		-823,086	-201,909	-10,301	395	-847	-1,344	-6,206	-3,340	-8,011	-4,404	26,269	0	-1,032,784	1,032,784	0	0	0
TOTAL INCREASE (DECREASE)		-415,902	-522,934	1,370,861	-370,052	-94,237	567,427	-172,354	89,800	566,618	-537,045	-167,289	1,443,800		2,095,363	-363,589		3,746,786
ENDING CASH BALANCE		2,723,834	2,200,900	3,571,761	3,201,709	3,107,472	3,674,899	3,502,544	3,592,345	4,158,963	3,621,918	3,454,629	4,898,429				6,630,203	

2023/2024

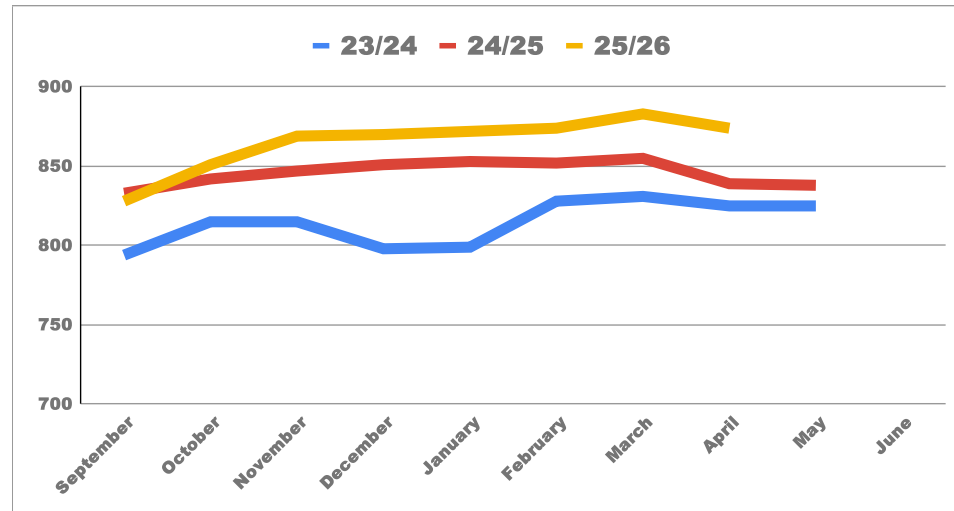
23/24	ADA	Enrolled	% Apportionment
LP1	746.88	794	98.00%
LP2	780.2	815	97.11%
LP3	792.33	815	97.21%
LP4	781.93	798	97.91%
LP5	782.3	799	96.80%
LP6	804	828	97.37%
LP7	817.07	831	98.22%
LP8	814.6	825	98.36%
LP9	809.25	825	98.14%
P1	792	814	1
P2	817.07	828	
Annual	790.03		97.58%

2024/2025

24/25	ADA	Enrolled	% Apportionment
LP1	800.58	833	97.77%
LP2	827.4	842	98.00%
LP3	828.38	847	97.93%
LP4	828.71	851	97.65%
LP5	831.93	853	97.35%
LP6	823.87	852	97.89%
LP7	834	855	98.27%
LP8	831.92	839	98.33%
LP9	822.96	838	98.25%
P1	817.82	847.00	97.89
P2	834.00	855	98.27
Annual	822.90		97.96%

2025/2026

24/25	ADA	Enrolled	% Apportionment
LP1	794.58	828	97.97%
LP2	827.3	851	97.96%
LP3	842.62	869	97.52%
LP4	851.5	870	97.90%
LP5	832.58	872	97.65%
LP6	840.73	874	96.77%
LP7	848.11	883	97.22%
LP8	855.84	874	97.89%
LP9			
P1	821.77	869.00	97.80
P2	875.00	831	97.49
Annual			





Cell Phones and Other Electronic Signaling Devices Policy

Forest Charter School (“FCS” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, smart watches, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

The use of cell phones and other electronic signaling devices at school is detrimental to the academic climate because it takes valuable time away from instruction, adds to the amount of screen time a child already has, and creates disciplinary problems.

Students who possess a cell phone or other electronic signaling device shall assume responsibility for its care in accordance with this Policy. At no time shall FCS be responsible for preventing theft, loss or damage to cell phones or other electronic signaling devices brought onto campus. If students and/or parents/guardians are concerned about theft or damage to their phone or other electronic device, these items should be left at home.

All students are required to adhere to the following guidelines regarding private devices:

Students are only permitted to use private devices during the following times:

- **K-8 Grade Students:** Before school or after they have been excused for the day by their teacher or other FCS staff member.
- **9-12 Grade Students:** during passing periods, lunch, or when they are not in class (Note: this does not include study hall)
- As directed to by a teacher or staff member at FCS.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician or surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”) or 504.

The use of electronic devices for any purpose – including telephone calls, text messaging, checking social media, internet “hotspot”, and other functions – is not permitted at any other time on school grounds.

Electronic devices must be turned off and put in a student’s backpack or bag, be locked in the classroom administrative lock box, or left at home. Private devices must be turned off and not used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Consequences for Violation of this Policy (This includes if a student takes their phone out from wherever it is being stored out of sight and is now visible, or a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not.)

First offense: The student will be given a warning and redirected by the teacher, administrator, or other FCS staff member to turn off their device and to put it away in a bag, purse, backpack or other similar article whether or not it is within the immediate presence of the student.

Second Offense: The device will be confiscated, locked in the class or admin lock box, and returned at the end of the day. The school will notify the parents/guardians of the offense and review the cell phone policy.

Third Offense: The device will be confiscated and only returned to the student’s parent or guardian. Both the student and parent/guardian will need to come in to get the cell phone and to review the cell phone policy. Going forward, the student will be required to put their phone in the class or admin lock box each day until determined by the school that they no longer have to do this.

Repeated Offenses: Referral to additional interventions or consequences consistent with the school discipline policy/procedures and/or the student will be prohibited from bringing the device to school for the remainder of the school year.



Section: 500

Policy: 003

FCS Council Approved: February 15, 2011

Revised: September 20, 2016

Revised: October 25, 2016

Revised: November 7, 2017

Revised: January 11, 2022

Revised: December 5, 2023

Revised: January 16, 2024

Revised: June 9, 2026

Enrollment Policy

Rationale

Forest Charter School ("FCS") is committed to providing a personalized learning experience for all students. Further, FCS wants to be sure that the enrollment process is fair and equitable.

With these considerations in mind, FCS has adopted the following policy:

Admission Requirements

In accordance with Education Code Section 51747.3, students must reside in Nevada County or adjacent counties to be enrolled in FCS. Students must meet the minimum age for admission to a public school and must not exceed the maximum age for public school admission (no older than 22, and once 19, must remain continuously enrolled in a public school, without a break in enrollment since that time, and is making satisfactory progress toward a high school diploma). FCS admits all students who wish to attend subject only to the geographic limitations set forth in Section 51747.3 and the age limitations described above.

FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race or ethnicity, nationality, gender, gender expression, gender identity, sexual orientation, disability, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Open Enrollment Period for Fall applicants and lottery process

- FCS will hold an open enrollment period that will run from the beginning of the second semester until 5:00 pm on the Thursday before the public random drawing ("lottery").
- Any subsequent open enrollment periods will run from the end of the previous open enrollment period until 5:00 pm each Thursday.
- The initial lottery will be held on a Friday from March through May. FCS will announce the exact date/time approximately two months before the initial lottery, and will post the initial lottery date/time on its website.

- If new applications for admission are received following the end of the open enrollment period, subsequent lotteries, if needed to determine admission, will be held on a weekly basis on each Friday that school is in session.
- Students wishing to be admitted to FCS must begin by filling out the online interest form on the FCS website during the open enrollment period. If a family is unable to fill out the online form, they may contact FCS by telephone for assistance.
- Students/families must fill out the online interest form during any FCS open enrollment period. In the case that more students wish to be admitted than there is capacity, admission will be determined by lottery. Students who were enrolled in FCS in the previous year and who timely notify FCS that they are continuing their education with FCS are exempt from the lottery, and are guaranteed admission.

Preference in the lottery will be given in the following order:

1. Children or grandchildren of administrators, office staff, special ed staff, supervising teachers and any other learning center employees currently working at FCS and the Nevada County Superintendent of Schools (NCSOS staff must be working at a 1.0 FTE to be considered in this policy). Full time staff members will receive higher priority than part time. FCS staff will receive higher priority than NCSOS staff.
 2. Siblings of students admitted to or attending FCS
 3. Residents of Nevada County
 4. Residents of the Chicago Park School District
 5. All other applicants
- Once capacity has been reached in the lottery, the remaining applications will be drawn and students will be placed on a waitlist based on the order of the lottery draw.

Other Considerations

- In accordance with Education Code Section 51745(c), students who enroll with an existing individualized education program ("IEP"), may not participate in independent study unless the IEP specifically provides for that participation. As a result, it may be necessary for an IEP team meeting to be held. The legal requirement for an IEP meeting will not delay admission.
- Students who are under a current expulsion order from a previous school will require special consideration and may not be admitted.
- Due to FCS serving a large geographic area, capacity may vary each year, based on the capacity of the Supervising Teachers ("ST") serving a given geographic area. (E.g., FCS will not require an ST from Nevada City to serve students in Truckee if the Truckee Supervising Teachers are all at capacity.)
- Twins/multiple birth siblings will be placed in the lottery as one student and will receive the same lottery position. If there is only one spot available, the family will be offered placement for one twin. If the family declines the offer of placement, the twins will remain on the waitlist in the same position and the next applicant on the list will be offered the placement. Twins will not be dropped from the list or dropped to the bottom of the list if they decline a spot unless there are two enrollment spots available at the time of declining.

Acceptance of Admission and Enrollment Procedures

- After a student has been admitted through the lottery, FCS will contact the family via email. Once contacted by the school, the family has two school days to contact FCS and accept the offer of admission. If FCS does not hear from the family within these two school days, the admission spot will be given to the next student on the waitlist, and the student who was originally contacted will be removed from the waitlist.
- If a family declines admission, the student will be removed from the waitlist.
- Following the acceptance of an offer of admission, the family will have three school days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three school days, FCS will rescind the offer of admission, remove the student from the waitlist, and contact the next student on the waitlist.
- FCS will make every effort to assist and accommodate parents in compiling registration documentation. FCS complies with all laws regarding homeless and foster youth and will not delay registration in the case of a homeless or foster youth without required registration documentation.

Waitlist

- In order to maintain their spot on the waitlist from year to year, families must register with FCS indicating their continued interest in remaining on the waitlist for the next school year. FCS will send out a form to all families on the waitlist at the beginning of the calendar year and families will have until the last school day in February to return the form. If this form is not returned on time, students will be removed from the waitlist.
- The waitlist may be adjusted if a new applicant meets one of the enumerated lottery preferences (e.g., the child of a staff member) that an applicant on the waitlist does not.
- If a family has applied for more than one Learning Center location, and accepts a spot at one Learning Center, they will be removed from any additional waitlists.



Extreme Weather Policy and Procedures

(Education Code § 33355 Compliance)

1. Purpose

The purpose of this policy is to protect the health and safety of students and staff during extreme weather conditions by establishing clear, objective criteria and procedures for modifying or canceling outdoor physical activity.

This policy is adopted pursuant to California Education Code § 33355 and incorporates guidance issued by the California Department of Education (“CDE”) and California Department of Public Health (“CDPH”).

2. Scope

This policy applies to outdoor pupil physical activities covered by Education Code section 33355, including physical education classes, school-sponsored sports, and athletic practices and games, except for interscholastic athletic programs administered by the California Interscholastic Federation (“CIF”), which must comply with CIF guidelines pursuant to Education Code sections 33355(d) and 35179.8.

Nothing in this policy supersedes CIF heat illness, acclimatization, or other applicable athletic safety requirements for CIF-administered interscholastic athletic programs. For non-CIF school-sponsored sports, practices, games, clubs, or other outdoor physical activities, this policy applies unless a more protective activity-specific protocol is adopted.

As a best practice, the School will also apply this policy, as appropriate, to the following school-supervised outdoor activities:

- Recess and lunch periods involving outdoor physical activity
- Outdoor assemblies and events
- Field trips involving outdoor exposure
- Other outdoor activities involving student exertion or extended outdoor exposure

3. Definitions

“Extreme Weather Conditions” means occurrences of unusually severe weather conditions, including, but not limited to, periods of extreme heat, excessive precipitation, and floods, that may pose significant harm to pupils. For purposes of this policy, the term also includes but is not limited to hazardous air quality, wildfire smoke, lightning, high winds, extreme cold, or other hazardous environmental conditions identified by the National Weather Service, local public

health authorities, local emergency management agencies, or other reliable public safety sources.

“Physical Activity” means physical education classes, school-sponsored sports, and athletic practices and games conducted outdoors, except for CIF-administered interscholastic athletic programs. As a best practice, this policy may also be applied to other school-supervised outdoor activities involving student exertion or extended outdoor exposure.

4. Individual and Activity-Specific Risk Factors

In applying this policy, the School shall consider student age and developmental level, the duration and intensity of outdoor activity, access to shade, water, rest breaks, cooling or heated indoor spaces, the availability of indoor alternatives, and known student health needs or accommodations.

Staff shall take additional precautions for students who may be more vulnerable to weather-related distress, including younger students, students with disabilities, students with asthma or other respiratory conditions, students taking medications that may affect heat tolerance, and students who are not acclimatized to heat.

5. Weather and Air Quality Monitoring Procedures

5.1 Responsible Personnel

The following position(s) are responsible for monitoring weather conditions:

- Executive Director or designee

5.2 Decision Authority

The Executive Director or designee is authorized to modify, postpone, relocate, or cancel outdoor pupil physical activities under this policy. Teachers, supervisors, and other staff may immediately stop or modify an outdoor activity when they observe conditions or student symptoms that create an immediate safety concern and shall promptly notify the site administrator.

5.3 Monitoring Tools

Designated personnel shall monitor conditions using:

- NWS HeatRisk
- CalHeatScore or other CDPH or state heat resources, as applicable
- AirNow
- Local air district/AQMD
- County public health
- County OES/emergency alerts
- NWS alerts/watches/warnings
- Local fire agency alerts where wildfire smoke/fire conditions are relevant

5.4 Monitoring Frequency

Designated personnel shall check applicable weather and air quality sources:

- At least once each school day before outdoor physical activities begin;
- Before scheduled PE, recess, outdoor athletic practices, outdoor events, or field trips when the forecast shows elevated risk;
- At midday or before afternoon outdoor activities during periods of elevated heat, poor air quality, storms, high winds, or other hazardous conditions; and
- More frequently, including hourly or as conditions change, when an alert, advisory, warning, or elevated risk level is in effect.

6. Weather Thresholds and Required Responses

The School adopts the following thresholds, consistent with CDE/CDPH guidance.

6.1 Heat (NWS HeatRisk Levels)

HeatRisk Level	Risk Level	School Response
Level 0 (Green)	Little to no risk	Normal activities may proceed. Encourage routine hydration and monitor students.
Level 1 (Yellow)	Minor	Outdoor activity may proceed with increased access to water, shade, and rest. Monitor students who are heat-sensitive or medically vulnerable.
Level 2 (Orange)	Moderate	Modify outdoor physical activity. Reduce intensity and duration, increase rest and hydration breaks, use shade/cooling areas, and schedule activity during cooler parts of the day when possible. Consider indoor alternatives for younger or vulnerable students.
Level 3 (Red)	Major	Avoid or cancel outdoor physical activity during the heat of the day, generally 10:00 a.m. to 5:00 p.m., unless adequate mitigation measures make the activity safe. Move activities indoors, postpone, shorten, or substantially modify activity.
Level 4 (Magenta)	Extreme	Cancel outdoor physical activity or move it indoors. Outdoor physical activity shall not proceed unless necessary for student safety and is approved by the site administrator or designee based on emergency circumstances.

During HeatRisk Level 3 or higher, staff responsible for scheduling outdoor physical activities should plan in advance to avoid the heat of the day, generally between 10:00 a.m. and 5:00 p.m., when feasible.

6.2 Air Quality (AQI Levels)

AQI	Required Response
0–50 Good	Normal activities.
51–100 Moderate	Normal activities for most students; monitor unusually sensitive students.
101–150 Unhealthy for Sensitive Groups	Reduce prolonged or heavy exertion for sensitive students; provide indoor alternatives or modified activity as needed.
151–200 Unhealthy	Modify outdoor physical activity for all students; reduce duration and intensity; move prolonged or strenuous activity indoors where feasible.
201–300 Very Unhealthy	Cancel or move outdoor physical activity indoors.
301+ Hazardous	Cancel outdoor physical activity and follow public health/emergency guidance.

Staff shall follow any student-specific health plans, asthma action plans, Section 504 plans, IEP accommodations, or parent/medical instructions applicable to poor air quality or respiratory conditions.

6.3 Other Weather Conditions

For weather conditions not specifically addressed by the HeatRisk or AQI thresholds above, the School may modify, postpone, relocate, or cancel outdoor activities when site conditions, official alerts, or staff observations indicate that the activity may pose an unreasonable risk to student health or safety.

Relevant conditions may include, but are not limited to, lightning or thunder, heavy rain, flooding or standing water, high winds, extreme cold, poor visibility, unsafe walking or play surfaces, falling-object hazards, or other hazardous conditions identified by public health, emergency management, weather, fire, or other public safety authorities.

In determining the appropriate response, administrators may consider the severity and expected duration of the condition, the age and needs of affected students, the nature and intensity of the activity, available shelter or indoor alternatives, transportation or dismissal impacts, and whether reasonable mitigation measures are available. Staff supervising students outdoors may take immediate action to address an unsafe condition and shall promptly notify the site administrator.

6.4 Conflicting Information

If reliable weather or air-quality sources report materially different conditions, the School shall use the more protective applicable threshold or response unless the site administrator or designee documents a reasonable basis for using a different source, such as a more localized official reading or a site-specific condition.

7. Modifying or Canceling Activities

When a weather or air-quality threshold is met, the School shall modify, postpone, relocate, or cancel outdoor physical activities as necessary to protect student health and safety. The appropriate response shall be determined based on the applicable threshold, the age and needs of affected students, the intensity and duration of the activity, available mitigation measures, and current site conditions.

Modifications may include shortening the activity period, reducing running or other high-exertion activities, replacing vigorous activity with low-intensity skill work or walking, increasing water and rest breaks, using shaded or covered areas, rotating groups indoors, moving the activity to a cooler part of the day, postponing the activity, or canceling the activity.

Staff supervising outdoor activities may immediately reduce, stop, or move an activity indoors if conditions become unsafe or if a student shows signs of weather-related distress. Staff shall promptly notify the site administrator of any significant modification, cancellation, or health concern.

For field trips or off-campus activities involving outdoor exposure, the trip leader shall review forecasted weather and air quality conditions before departure and, when elevated risk is forecasted, shall consult with the site administrator or designee regarding modification, postponement, cancellation, additional water/rest/shade measures, or indoor alternatives at the destination.

8. Indoor Alternative Activities

The School shall identify available indoor or sheltered locations that may be used when outdoor physical activities are modified, relocated, or canceled due to extreme weather conditions. Available locations may include available classrooms, multi-purpose room, or other designated areas.

When outdoor activity is moved indoors, staff shall select activities appropriate to the students' age, available space, supervision, and current conditions. Indoor alternatives may include modified physical education lessons, health or nutrition instruction, stretching, yoga, low-intensity movement, classroom movement breaks, skill instruction, rules or safety instruction, or other supervised activities that can be conducted safely indoors.

Staff shall ensure that indoor alternatives are adequately supervised and do not create unsafe crowding, blocked exits, excessive noise, or other conditions that would create a separate safety concern.

9. Communication Protocols

The School shall communicate weather-related decisions to staff and students through Parentsquare as appropriate based on the timing and nature of the condition. Communications should identify the affected activity, the required modification or cancellation, and any immediate supervision or safety instructions.

The School shall notify families when weather conditions result in cancellation that will affect families, such as cancellation of an activity, significant modification of the school day, or changes to dismissal or pickup.

When feasible, notice should be provided in advance. Same-day updates may be provided as conditions change.

10. Staff Training

Staff members who supervise, schedule, or make decisions regarding outdoor student activities shall receive annual training on this policy, applicable monitoring tools, activity modification procedures, recognition of heat-related illness and other weather-related health risks, and appropriate response protocols. Training should also address when to seek health office assistance, contact a parent/guardian, or call 911.

The School shall maintain records of staff training completion.

11. Weather-Related Illness and Emergency Response

11.1 Signs of Heat-Related Illness

Staff shall be trained to recognize symptoms including:

- Dizziness, fatigue, or confusion
- Nausea or vomiting
- Rapid pulse
- Loss of consciousness

11.2 Response to Heat-Related Illness Symptoms

- Stop activity immediately
- Move student to a cool/shaded area
- Provide water
- Contact School health personnel
- Call 911 immediately if a student has loss of consciousness, confusion, seizure, difficulty breathing, chest pain, signs of heat stroke, symptoms that rapidly worsen, or any condition that appears life-threatening.
- Parents/guardians shall be notified as soon as practicable when a student experiences a weather-related health incident requiring removal from activity, health office evaluation, emergency care, or other significant intervention.

11.3 Incident Reporting

All weather-related health incidents shall be documented in accordance with School procedures.

12. Coordination with External Agencies

The School shall coordinate, as appropriate, with local public health departments, emergency management agencies, local air districts, fire agencies, weather services, and athletic governing bodies regarding extreme weather conditions that may affect student safety. Coordination may include monitoring official alerts, following applicable public health or emergency guidance,

consulting with local agencies when conditions warrant, and incorporating relevant local information into site-level decisions.

13. Facilities and Mitigation Measures

To the extent feasible, the School shall maintain or identify mitigation measures that reduce student exposure to extreme weather conditions during outdoor activities. These measures may include access to drinking water, shaded or covered areas, rest areas, cooling or heated indoor spaces, and procedures for moving students indoors when conditions require.

During wildfire smoke or poor air-quality events, the School shall consider available measures to reduce indoor exposure, including use of appropriate indoor spaces, keeping windows and doors closed when appropriate, monitoring indoor air quality where feasible, and following applicable public health or local air district guidance.

The School's ability to implement specific mitigation measures may vary based on the campus, facilities, staffing, and the nature of the activity. However, lack of a particular mitigation measure shall be considered when determining whether an outdoor activity should be modified, postponed, relocated, or canceled.

14. Recordkeeping and Compliance

The School shall maintain records reasonably documenting implementation of this policy, including staff training completion, significant weather-related activity modifications or cancellations, and significant weather-related health incidents. Records may include weather decision logs, staff notifications, calendar notes, incident reports, training rosters, or other records reasonably documenting implementation. Records shall be retained in accordance with applicable School policies.

15. Annual Review and Update

This policy shall be reviewed and updated at least annually to:

- Reflect updated CDE/CDPH guidance
- Incorporate lessons learned from prior implementation
- Address emerging concerns or challenges
- Reflect changes in weather patterns and advances in safety practices,
- Incorporate stakeholder feedback, and
- Ensure continued compliance with applicable law

The annual review should occur before the start of the school year or before the season when extreme weather is reasonably anticipated.

16. Authority and Implementation

The Executive Director is responsible for the implementation and enforcement of this policy.

4913-6566-0573, v. 5



Grade Appeal Policy (Elementary & High School)

1. Purpose

This policy provides students and parents/guardians with a clear process to follow if they believe a grade was assigned in error. It promotes respectful communication and timely resolution of concerns related to grading.

2. Applicability

This policy applies to students in **Grades TK–12** and their parents/guardians who wish to formally question a **final grade** on a report card. This policy does not apply to individual assignment grades.

3. Valid Reasons to Contest a Grade

Grade appeals may be considered for the following reasons:

- Mistake in adding or recording scores
- Grade does not match expectations outlined by the teacher (e.g., rubrics, criteria)
- Evidence of unfair or inconsistent grading
- Other irregularities that may affect the final grade (e.g. missed assignments due to health issues)

A disagreement over a low grade **without specific cause** is not sufficient grounds for an appeal.

4. Step 1: Speak with the Teacher (Informal Discussion)

Before beginning a formal appeal:

- The student and/or parent/guardian should contact the teacher within **5 school days** of receiving the report card to discuss the concern.
- The teacher will review the grade and explain the rationale.
- If an error is found, the teacher may adjust the grade.

Most concerns are resolved at this step.

5. Step 2: Formal Written Appeal (If Not Resolved)

If the concern is not resolved informally:

- The student or parent/guardian must submit a **written appeal** to the **Academic Dean or the administrator of your local learning center** within **10 school days** of receiving the grade.

The written appeal must include:

- Student's name, grade, and course
- Teacher's name
- Description of the concern and reason for appeal
- Any supporting materials (e.g., assignments, emails, rubrics)

The administrator will:

- Acknowledge the appeal within **2 school days**
- Meet with the student, teacher, and/or parent/guardian if needed

Make a decision within **10 school days** of receiving the appeal

6. Step 3: Final Appeal (If Still Unresolved)

If the student or parent/guardian disagrees with the Step 2 decision:

- A final written appeal may be submitted to the **Executive Director** within **5 school days**.
- A final decision will be made within **10 school days** and is not subject to further appeal.

7. Other Important Notes

- All appeals must be respectful and based on clear evidence.
- Retaliation of any kind against a student or staff member involved in an appeal is strictly prohibited.
- All appeal records will be kept confidential.
- Since the timeline for responses from the school is based on school days, holidays such as summer break may impact the above timeline.

8. Contact Information

For the FCS Administrative team's contact information, please refer to the [staff directory](#) on the Forest Charter School website.



Student Searches Policy

Definitions

- *“Reasonable Suspicion”* means a sufficient probability that the search will reveal evidence the student has violated or is violating law or Charter School rules and regulations. Certainty is not required. Articulable facts must support a school official’s reasonable suspicion that a search is justified. Curiosity, rumor or hunch is not enough.
- A *“violation of either law or Charter School rules and regulations”* includes, but is not limited to, possession of illegal or unauthorized materials. Illegal or unauthorized materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.
- *“Personal electronic device”* means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.
- *“Electronic communication”* means the transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system.
- *“Electronic communication information”* means any information about an electronic communication or the use of an electronic communication service, including, but not limited to, the contents, sender, recipients, format, or location of the sender or recipients at any point during the communication, the time or date the communication was created, sent, or received, or any information pertaining to any individual or **personal** device participating in the communication, including, but not limited to, an IP address.

Student Searches - Generally

A Charter School official (e.g., administrator, employee, teacher, school resource officer, and/or employee), may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or their personal effects must be:

1. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulate facts must support a Charter School official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor, or hunch; and
2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Searches of Personal Electronic Devices

School officials may not search the student's personal cell phone, smartphone, or other personal electronic device without the student's or their parent/guardian's consent or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Nothing in this Policy prohibits the Charter School from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the personal electronic device is in violation of Charter School rules or regulations.

Required Conduct of Searches

Additionally, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least one (1) other adult witness, whenever possible;
2. Conducted out of the presence of other students to maintain student confidentiality;
3. Conducted in a manner that does not involve:
 - a. Conducting a body cavity search of a student manually or with an instrument; or
 - b. Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
4. Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Administrative Searches

Forest Charter School may conduct certain administrative searches of students and their belongings without individualized suspicion, provided the search is conducted pursuant to a neutral, uniformly applied policy designed to promote school safety. Such searches may include the use of metal detectors, wand searches, random locker inspections, and random bag or backpack checks. These searches are not directed at any particular student but are instead applied on a uniform, non-discriminatory basis to all students, or to a randomly selected group, as a general safety measure and in response to a systemic, schoolwide health or security threat (e.g. widespread use or sale of drugs, or known/suspected possession of weapons). Forest Charter School officials shall ensure that administrative search procedures are implemented consistently and without regard to a student's race, ethnicity, gender, religion, or any other protected characteristic.

When conducting administrative searches, Forest Charter School officials should endeavor to use the least intrusive means reasonably necessary to achieve the safety objective. Forest Charter School may conduct metal detector screenings and wand searches by appropriately trained school personnel or authorized security staff. Where a metal detector or wand search indicates the presence of a prohibited item, Forest Charter School officials may conduct a more targeted search of the student's belongings consistent with the reasonable suspicion standard.

Students who refuse to submit to an administrative search conducted pursuant to this policy may be subject to disciplinary action pursuant to Forest Charter School policies and may be denied entry to the school campus or a specific school event. All administrative searches shall be documented, including the date, location, scope of the search, personnel involved, and any items discovered or confiscated.

Seizure of Illegal or Unauthorized Materials

If a lawfully conducted search yields illegal or unauthorized materials, such materials may be turned over to the proper legal authorities for ultimate disposition as appropriate.

Discipline

If illegal or unauthorized materials are discovered during a search, including but not limited to searches conducted by Charter School officials, Forest Charter School may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter

School's discipline policies and procedures. Charter School officials may notify law enforcement authorities if any search and/or seizure results in the discovery of illegal materials.

Video Surveillance and Other Recording Devices

Forest Charter School may utilize video surveillance devices in all common areas of the school campus, including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, and any other commonly used spaces.

Video surveillance recordings are not considered student education records unless the recording is maintained and intended for use in a disciplinary action or other school proceeding. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

4902-3540-0625, v. 2



SUICIDE PREVENTION POLICY

The Board of Forest Charter School (“FCS” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with FCS and community stakeholders, FCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the FCS’s strategies for suicide prevention and intervention. FCS shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. FCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for FCS. The suicide prevention point of contact for FCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, FCS created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle school students. The SPCT includes the following individuals:

1. Michelle Hannan, School Psychologist
2. Laura Gravelle, Mental Health Counselor
3. Emily Gallup, Mental Health Counselor
4. Kelley Kasper, Mental Health Counselor
5. BJ Hatcher, Assistant Director

To ensure the SPCT reflects the student body’s perspective, FCS has designated the following volunteer student representatives to provide consultative insights:

1. 6th-8th grade, Student Representative
2. 9th-12th grade, Student Representative

FCS designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Michelle Hannan, School Psychologist, mhannan@forestcharter.com, 530-265-4823
- Secondary Liaison: Laura Gravelle, Mental Health Counselor, lgravelle@forestcharter.com, 530-265-4823

The functions of the SPCT are to:

- Review mental health-related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Employee Qualifications and Scope of Services

Employees of FCS shall act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess, and provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

Suicide Awareness and Prevention Training for School Staff

FCS, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidence-informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity

professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Forest Charter School has collaborated with the Nevada County Public Health Department's Suicide Prevention Education program to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
 - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
 - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide, including skill-building to ask directly about suicidal thoughts.
 - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize that the student should be under constant supervision and immediately referred for a suicide risk assessment.
 - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
 - a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community mental health and suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. Ways to identify youth who may be at risk of suicide, including suicide warning signs, risk, and protective factors.
 - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically,

how to talk with a student about their thoughts of suicide, including skill-building to ask directly about suicidal thoughts and warm handoffs.

- g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
- h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
- i. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide.
 - Youth with a history of suicide ideation or attempts.
 - Youth with disabilities, mental illness, or substance abuse disorders.
 - Lesbian, gay, bisexual, transgender, or questioning youth.
 - Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - Youth who have suffered traumatic experiences.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow-up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental well-being and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understands that any concern about a student's emotional well-being and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Parents, Guardians, and Caregivers Notification, Participation and Education

1. FCS includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the FCS Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. FCS shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk, regardless of outcome
4. FCS shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors.

- b. How to approach and talk with their child(ren) about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - d. Charter School's referral processes and how they or their children can reach out for help, etc.
- 8. Parent/guardians are provided with information on suicide prevention resources, including crisis hotlines, local warmlines, and school and community-based supports and crisis resources, including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines, and are informed that hotlines/resources are not just for crisis but also for friends/family and referral.
- 9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, FCS, along with its partners, has carefully reviewed and will continue to review potential student curricula to ensure they include information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encouraging help-seeking behavior, and being knowledgeable of supports and resources.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with FCS and is characterized by caring staff and harmonious interrelationships among students.

FCS's instructional and student support program shall promote the healthy mental, emotional, and social development of students, including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

FCS provides instruction to middle school students on general mental health and suicide prevention. The Charter School's instructional curriculum shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle school students. The instruction is developmentally appropriate, student-centered, and includes:

- a. Coping strategies for dealing with stress and trauma.

- b. How to recognize behaviors (warning signs), protective factors, and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- e. Guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). FCS maintains a list of current student trainings, which is available upon request.

FCS has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

FCS supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, etc.).

Charter School will include the following information on all student identification cards:

1.
 - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - o Call or Text "988"
 - o Call 1-800-273-8255
 - National Domestic Violence Hotline: Call 1-800-799-7233
 - Crisis Text Line: Text "HOME" to 741741
 - Teen Line: Text "TEEN" to 839863
 - Trevor Project: Call 1-866-488-738 or Text "START" to 678-678
 - Trans Lifeline: 1-877-565-8860
 - Local suicide prevention hotline telephone number
2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *"If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support."*

FCS shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at FCS or in the community.

A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity

FCS shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. providing immediate first aid as needed, until a medical professional is available.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
 - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other students out of the immediate area.
 - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
 - i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.

2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, FCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care is still not provided, FCS should consider contacting Child Welfare Services to report neglect of the youth.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at FCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

B. Action Plan for Off Campus Suicide Attempts

In the event a suicide occurs or is attempted during the school day on the FCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in FCS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. FCS staff may receive assistance from FCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the FCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like FCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in FCS activities to notify a teacher, the Executive Director, another FCS administrator, psychologist, FCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. FCS shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

Re-Entry to School After a Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and well-being of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

FCS shall implement the following steps upon the student's re-entry:

1. The Executive Director shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.

2. School mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
4. School-based mental health professionals shall inform the student's teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for the student to make up work (understanding that missed assignments may add stress to the student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor the student's actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent's/guardians/caregivers/families with local emergency numbers for after-school and weekend emergency contacts.

Messaging About Suicide Prevention

FCS, along with its partners, shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" Note: There is no success, or lack of success, when dealing with suicide

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. FCS shall

follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director or designee to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - a. Confirm death and cause.
 - b. Identify a staff member to contact deceased's family (within 24 hours).
 - c. Enact the Suicide Postvention Response.
 - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death.
 - b. Emotional support and resources available to staff.
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
 - d. Share information that is relevant and for which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review signs of emotional distress and suicide ideation.
 - b. Review of protocols for referring students for support/assessment.
 - c. Develop and provide supports to staff in responding to student reactions.
 - d. Talking points for staff to notify students.
 - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and immediately refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider (in consultation with the family) funeral arrangements for family and school community.
 - o If possible, suggest the funeral occur outside of school hours.
 - o Encourage parents/guardians of students to attend funeral/memorial with their children.

- o Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
 - o Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - o Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- 8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
- 9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
- 10. Utilize and respond to social media outlets:
 - o Identify what platforms students are using to respond to suicide death.
 - o Identify and encourage staff and students to monitor social media outlets.
- 11. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - b. Support siblings, close friends, teachers, and/or students of deceased.
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

4927-3559-8769, v. 1



LLP Certified Public Accountants & Business Consultants

420 Sierra College Drive, Suite 360, Grass Valley, CA 95945 530.273.3200 (t) 530.273.3207 (f) www.sgcpa.biz

May 12, 2026

Debbie Carter
Forest Charter School
470 Searls Avenue
Nevada City, CA 95959

Dear Debbie,

Enclosed are the file copies of the 2024 Federal and California non-profit income tax returns for Forest Charter School. These returns have been prepared from information provided by you and should be reviewed before signing to ensure they are accurate in their final form.

The federal and California returns have been set in our system to e-file with the IRS and FTB. Before we can transmit these returns, you must review the enclosed paper copies. If you approve the returns, you must sign IRS Form 8879-EO and California Form 8453-EO. Once signed, the documents must be returned to our office (email is ok). An addressed envelope is included for your convenience.

Once we have received the above documents, we will transmit your returns electronically. If for any reason they are rejected by the IRS/FTB we will inform you of this immediately so that the issues can be resolved, or a paper return can be filed.

Please be sure to call with any questions. Thank you for the opportunity to be of service.

Sincerely,
Scinto Group, LLP

Gregory Blaney

GB:cb

Enclosures

an eye for your future



2024 Exempt Org. Return
prepared for:

Forest Charter School
470 Searls Avenue
Nevada City, CA 95959

Scinto Group, LLP
420 Sierra College Dr ste 360
Grass Valley, CA 95945

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2024

Open to Public Inspection

Department of the Treasury
Internal Revenue ServiceDo not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2024 calendar year, or tax year beginning 7/01, 2024, and ending 6/30, 2025

B Check if applicable:

- ☐ Address change
☐ Name change
☐ Initial return
☐ Final return/terminated
☐ Amended return
☐ Application pending

FOREST CHARTER SCHOOL
470 SEARLS AVENUE
NEVADA CITY, CA 95959

D Employer identification number

45-4822385

E Telephone number

(530) 265-4823

G Gross receipts \$ 12,552,440.

H(a) Is this a group return for subordinates? ☐ Yes ☒ NoH(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions.I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.FORESTCHARTER.COM

H(c) Group exemption number

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 2011

M State of legal domicile: CA

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: SEE SCHEDULE O	
	2	Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3	Number of voting members of the governing body (Part VI, line 1a)	5
	4	Number of independent voting members of the governing body (Part VI, line 1b)	5
	5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	91
	6	Total number of volunteers (estimate if necessary)	200
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	0.	
Revenue	8	Contributions and grants (Part VIII, line 1h)	
	9	Program service revenue (Part VIII, line 2g)	11,537,599.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	62,176.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	39,086.
	12	Total revenue -- add lines 8 through 11 (must equal Part VIII, column (A), line 12)	11,638,861.
	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	
	14	Benefits paid to or for members (Part IX, column (A), line 4)	
Expenses	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	7,018,502.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	
	b	Total fundraising expenses (Part IX, column (D), line 25)	
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	4,257,368.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	11,275,870.
	19	Revenue less expenses. Subtract line 18 from line 12	362,991.
	20	Total assets (Part X, line 16)	6,067,992.
Net Assets or Fund Balances	21	Total liabilities (Part X, line 26)	3,406,962.
	22	Net assets or fund balances. Subtract line 21 from line 20	2,661,030.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date			
	MESHAWN SIMMONS	CFO			
Paid Preparer Use Only	Preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
	GREGORY BLANEY				P02234334
	Firm's name	SCINTO GROUP, LLP	Firm's EIN	68-0477398	
	Firm's address	420 SIERRA COLLEGE DR STE 360 GRASS VALLEY, CA 95945	Phone no.	530-273-3200	

May the IRS discuss this return with the preparer shown above? See instructions. ☒ Yes ☐ No

BAA For Paperwork Reduction Act Notice, see the separate instructions.

TEEA0101L 12/12/24

Form 990 (2024)

Part III Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III. ☒**1** Briefly describe the organization's mission:

SEE SCHEDULE O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.**4a** (Code:) (Expenses \$ 8,853,430. including grants of \$) (Revenue \$ 12,473,726.)
NURTURE THE LOVE OF LEARNING.**4b** (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4c** (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4d** Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 8,853,430.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors? See instructions		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? If "Yes," complete Schedule D, Part V		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
b Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII		X
c Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX	X	
e Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI and XII	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If "Yes," complete Schedule F, Parts I and IV		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If "Yes," complete Schedule F, Parts II and IV		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If "Yes," complete Schedule F, Parts III and IV		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I. See instructions		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions).		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV		X
b A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV		X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in noncash contributions? If "Yes," complete Schedule M		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		X

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return.		
2a	91		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O.	3b	
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d	If "Yes," indicate the number of Forms 8282 filed during the year.	7d	
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12.	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year.	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state?	13a	
	Note: See the instructions for additional information the organization must report on Schedule O.		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O.	14b	
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year?	15	X
	If "Yes," see the instructions and file Form 4720, Schedule N.		
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16	X
	If "Yes," complete Form 4720, Schedule O.		
17	Section 501(c)(21) organizations. Did the trust, or any disqualified or other person, engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953?	17	
	If "Yes," complete Form 6069.		

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.Check if Schedule O contains a response or note to any line in this Part VI ☒**Section A. Governing Body and Management**

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year.		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
b	Enter the number of voting members included on line 1a, above, who are independent.		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? .. SEE SCHEDULE O	X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10a		X
b		
11a	X	
b		
12a	X	
b	X	
c	X	
13	X	
14	X	
15		
a	X	
b	X	
16a		X
b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☒ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. SEE SCHEDULE O

20 State the name, address, and telephone number of the person who possesses the organization's books and records.

MESHAWN SIMMONS 470 SEARLS AVENUE NEVADA CITY CA 95959 530-265-4823

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent ContractorsCheck if Schedule O contains a response or note to any line in this Part VII. ☐**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees****1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) PETER SAGEBIEL CEO	40 0	X		X				176,091.	0.	45,888.
(2) MESHAWN SIMMONS CFO	40 0	X		X				127,576.	0.	57,791.
(3) TITA FOWLER SECRETARY	40 0	X		X				106,977.	0.	37,656.
(4) AMBER BAKER PARENT REP.	5 0	X						0.	0.	0.
(5) DANIEL THIEM CHAIRMAN	10 0	X						0.	0.	0.
(6) MAKALA CLINTON PARENT REP.	5 0	X						0.	0.	0.
(7) AMEE MEDEIROS PARENT REP.	5 0	X						0.	0.	0.
(8) GABRIELLA STOCKDALE PARENT REP.	5 0	X						0.	0.	0.
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

BAA

TEEA0107L 09/05/24

Form 990 (2024)

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										

1b Subtotal 410,644. 0. 141,335.

c Total from continuation sheets to Part VII, Section A 0. 0. 0.

d Total (add lines 1b and 1c) 410,644. 0. 141,335.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **3**

3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual.

	Yes	No
3		X
4	X	
5		X

4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual.

5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person.

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a	Federated campaigns.....	1a			
	b	Membership dues.....	1b			
	c	Fundraising events.....	1c			
	d	Related organizations.....	1d			
	e	Government grants (contributions)....	1e			
	f	All other contributions, gifts, grants, and similar amounts not included above...	1f			
	g	Noncash contributions included in lines 1a-1f.....	1g			
	h	Total. Add lines 1a-1f.....				
	Program Service Revenue	2a <u>SCHOOL SERVICE REVENUE</u>		Business Code		
b				12,181,566.	12,181,566.	
c						
d						
e						
f		All other program service revenue...				
g		Total. Add lines 2a-2f.....		12,181,566.		
Other Revenue		3 Investment income (including dividends, interest, and other similar amounts).....			78,714.	
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties.....					
	6a	Gross rents.....	6a	(i) Real	(ii) Personal	
	b	Less: rental expenses	6b			
	c	Rental income or (loss)	6c			
	d	Net rental income or (loss)				
	7a	Gross amount from sales of assets other than inventory	7a	(i) Securities	(ii) Other	
	b	Less: cost or other basis and sales expenses	7b			
	c	Gain or (loss)	7c			
	d	Net gain or (loss)				
	8a	Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18.....	8a			
	b	Less: direct expenses.....	8b			
	c	Net income or (loss) from fundraising events.....				
	9a	Gross income from gaming activities. See Part IV, line 19.....	9a			
	b	Less: direct expenses.....	9b			
	c	Net income or (loss) from gaming activities.....				
10a	Gross sales of inventory, less, returns and allowances.....	10a				
b	Less: cost of goods sold.....	10b				
c	Net income or (loss) from sales of inventory.....					
Miscellaneous Revenue	11a <u>OTHER REVENUE</u>		Business Code			
	b			292,160.	292,160.	
	c					
	d	All other revenue.....				
	e	Total. Add lines 11a-11d.....		292,160.		
	12	Total revenue. See instructions.....		12,552,440.	12,473,726.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	551,978.	396,320.	155,658.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.	4,795,981.	3,365,667.	1,430,314.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions).	1,386,030.	954,438.	431,592.	
9 Other employee benefits.	393,630.	269,438.	124,192.	
10 Payroll taxes.	171,279.	94,455.	76,824.	
11 Fees for services (nonemployees):				
a Management.				
b Legal.				
c Accounting.				
d Lobbying.				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees.				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)				
12 Advertising and promotion.				
13 Office expenses.				
14 Information technology.				
15 Royalties.				
16 Occupancy.				
17 Travel.				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.				
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.	14,554.		14,554.	
23 Insurance.	70,687.		70,687.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a PROFESSIONAL SERVICES	3,360,757.	3,029,353.	331,404.	
b FACILITIES EXPENSE	466,292.	445,283.	21,009.	
c BOOKS, MATERIALS AND SUPPLIES	326,818.	292,199.	34,619.	
d AUTHORIZED AGENCY EXPENSE	201,820.		201,820.	
e All other expenses.	57,551.	6,277.	51,274.	
25 Total functional expenses. Add lines 1 through 24e.	11,797,377.	8,853,430.	2,943,947.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720).				

Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X. ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash — non-interest-bearing	2,028,062.	1	3,501,964.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	2,053,990.	4	1,477,389.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	316,352.	9	64,429.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 319,333.		
	b Less: accumulated depreciation	10b 35,464.	298,423.	10c 283,869.
	11 Investments — publicly traded securities		11	
	12 Investments — other securities. See Part IV, line 11		12	
	13 Investments — program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	1,371,165.	15	2,000,643.
16 Total assets. Add lines 1 through 15 (must equal line 33)	6,067,992.	16	7,328,294.	
Liabilities	17 Accounts payable and accrued expenses	833,451.	17	1,138,242.
	18 Grants payable		18	
	19 Deferred revenue	1,174,697.	19	736,467.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	1,398,814.	25	2,037,492.
	26 Total liabilities. Add lines 17 through 25	3,406,962.	26	3,912,201.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	2,653,258.	27	3,405,506.
	28 Net assets with donor restrictions	7,772.	28	10,587.
	Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances.	2,661,030.	32	3,416,093.
	33 Total liabilities and net assets/fund balances.	6,067,992.	33	7,328,294.

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TEEA0111L 09/05/24

Form 990 (2024)

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI. ☐

1	Total revenue (must equal Part VIII, column (A), line 12).	1	12,552,440.
2	Total expenses (must equal Part IX, column (A), line 25).	2	11,797,377.
3	Revenue less expenses. Subtract line 2 from line 1.	3	755,063.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A)).	4	2,661,030.
5	Net unrealized gains (losses) on investments.	5	
6	Donated services and use of facilities.	6	
7	Investment expenses.	7	
8	Prior period adjustments.	8	
9	Other changes in net assets or fund balances (explain on Schedule O).	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B)).	10	3,416,093.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII. ☐

	Yes	No
1 Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both. ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a	X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both. ☐ Separate basis ☐ Consolidated basis ☒ Both consolidated and separate basis	2b	X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F? _____	3a	X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits.	3b	X

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TEEA0112L 09/05/24

Form 990 (2024)

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public
Inspection

Name of the organization

FOREST CHARTER SCHOOL

Employer identification number

45-4822385

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations: _____
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.						☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2023 Schedule A, Part II, line 14	15	%
16a 33-1/3% support test—2024. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		☐
b 33-1/3% support test—2023. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		☐
17a 10%-facts-and-circumstances test—2024. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		☐
b 10%-facts-and-circumstances test—2023. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		☐
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						
14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here.						☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f)).	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2024 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2023 Schedule A, Part III, line 17	18	%
19a 33-1/3% support tests—2024. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization.		☐
b 33-1/3% support tests—2023. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and stop here. The organization qualifies as a publicly supported organization.		☐
20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions		☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer lines 3b and 3c below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? If "Yes," complete Part I of Schedule L (Form 990).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer line 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

11 Has the organization accepted a gift or contribution from any of the following persons?

a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?

b A family member of a person described on line 11a above?

c A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in **Part VI**.

	Yes	No
11a		
11b		
11c		

Section B. Type I Supporting Organizations

1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in **Part VI** how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.

2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in **Part VI** how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.

	Yes	No
1		
2		

Section C. Type II Supporting Organizations

1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in **Part VI** how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).

	Yes	No
1		

Section D. All Type III Supporting Organizations

1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?

2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s), or (ii) serving on the governing body of a supported organization? If "No," explain in **Part VI** how the organization maintained a close and continuous working relationship with the supported organization(s).

3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in **Part VI** the role the organization's supported organizations played in this regard.

	Yes	No
1		
2		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).

- a ☐ The organization satisfied the Activities Test. Complete **line 2** below.
- b ☐ The organization is the parent of each of its supported organizations. Complete **line 3** below.
- c ☐ The organization supported a governmental entity. Describe in **Part VI** how you supported a governmental entity (see instructions).

2 Activities Test. Answer lines 2a and 2b below.

a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in **Part VI** identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.

b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in **Part VI** the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.

3 Parent of Supported Organizations. Answer lines 3a and 3b below.

a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.

b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.

	Yes	No
2a		
2b		
3a		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

- 7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Schedule A (Form 990) 2024

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**Section D — Distributions**

		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required — <i>provide details in Part VI</i>)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2024 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E — Distribution Allocations (see instructions)

	(i) Excess Distributions	(ii) Underdistributions Pre-2024	(iii) Distributable Amount for 2024
1	Distributable amount for 2024 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2024 (reasonable cause required — <i>explain in Part VI</i>). See instructions.		
3	Excess distributions carryover, if any, to 2024		
a	From 2019		
b	From 2020		
c	From 2021		
d	From 2022		
e	From 2023		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2024 distributable amount		
i	Carryover from 2019 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2024 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2024 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
6	Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
7	Excess distributions carryover to 2025. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2020		
b	Excess from 2021		
c	Excess from 2022		
d	Excess from 2023		
e	Excess from 2024		

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Schedule A (Form 990) 2024

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D
(Form 990)

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public
Inspection

Employer identification number

FOREST CHARTER SCHOOL

45-4822385

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	☐ Yes ☐ No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	☐ Yes ☐ No	

Part II Conservation Easements

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)	☐ Preservation of a historically important land area
☐ Protection of natural habitat	☐ Preservation of a certified historic structure
☐ Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included on line 2a	2c
d Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year \$ _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 \$ _____

(ii) Assets included in Form 990, Part X \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items.

a Revenue included on Form 990, Part VIII, line 1 \$ _____

b Assets included in Form 990, Part X \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition

b ☐ Scholarly research

c ☐ Preservation for future generations

d ☐ Loan or exchange program

e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table.

	Amount
1c Beginning balance	
1d Additions during the year	
1e Distributions during the year	
1f Ending balance	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII. ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %

b Permanent endowment _____ %

c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations? ☐ Yes ☐ No

(ii) Related organizations? ☐ Yes ☐ No

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐ Yes ☐ No

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other		319,333.	35,464.	283,869.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, line 10c, column (B)).				283,869.

BAA

Schedule D (Form 990) (Rev. 12-2024)

Part VII Investments – Other Securities

N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives.		
(2) Closely held equity interests		
(3) Other _____		
(A) _____		
(B) _____		
(C) _____		
(D) _____		
(E) _____		
(F) _____		
(G) _____		
(H) _____		
Total. (Column (b) must equal Form 990, Part X, line 12, column (B)). . . .		

Part VIII Investments – Program Related

N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) _____		
(2) _____		
(3) _____		
(4) _____		
(5) _____		
(6) _____		
(7) _____		
(8) _____		
(9) _____		
Total. (Column (b) must equal Form 990, Part X, line 13, column (B)). . . .		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) DEPOSITS	53,348.
(2) RIGHT-OF-USE ASSET (LEASES)	1,947,295.
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	
(8) _____	
(9) _____	
Total. (Column (b) must equal Form 990, Part X, line 15, column (B)).	2,000,643.

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OPERATING LEASE LIABILITY	2,037,492.
(3) _____	
(4) _____	
(5) _____	
(6) _____	
(7) _____	
(8) _____	
(9) _____	
Total. (Column (b) must equal Form 990, Part X, line 25, column (B)).	2,037,492.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. ☐

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements.....	1	12,552,440.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments.....	2a	
b	Donated services and use of facilities.....	2b	
c	Recoveries of prior year grants.....	2c	
d	Other (Describe in Part XIII.).....	2d	
e	Add lines 2a through 2d	2e	
3	Subtract line 2e from line 1	3	12,552,440.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b.....	4a	
b	Other (Describe in Part XIII.).....	4b	
c	Add lines 4a and 4b	4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.).....	5	12,552,440.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements.....	1	11,797,377.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities.....	2a	
b	Prior year adjustments.....	2b	
c	Other losses.....	2c	
d	Other (Describe in Part XIII.).....	2d	
e	Add lines 2a through 2d	2e	
3	Subtract line 2e from line 1	3	11,797,377.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b.....	4a	
b	Other (Describe in Part XIII.).....	4b	
c	Add lines 4a and 4b	4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.).....	5	11,797,377.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

SCHEDULE E
(Form 990)

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or
Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

**Open to Public
Inspection**

Name of the organization

FOREST CHARTER SCHOOL

Employer identification number

45-4822385

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1 X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2 X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II.	3 X	

4 Does the organization maintain the following:		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4 a X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4 b X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4 c X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4 d X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		

5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?	5 a	X
b Admissions policies?	5 b	X
c Employment of faculty or administrative staff?	5 c	X
d Scholarships or other financial assistance?	5 d	X
e Educational policies?	5 e	X
f Use of facilities?	5 f	X
g Athletic programs?	5 g	X
h Other extracurricular activities?	5 h	X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		

6a Does the organization receive any financial aid or assistance from a governmental agency?	6 a X	
b Has the organization's right to such aid ever been revoked or suspended?	6 b	X
If you answered "Yes" on either line 6a or line 6b, explain in Part II.		

7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II.	7 X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

**SCHEDULE J
(Form 990)**

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

**Open to Public
Inspection**

Name of the organization

FOREST CHARTER SCHOOL

Employer identification number

45-4822385

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| ☐ First-class or charter travel | ☐ Housing allowance or residence for personal use |
| ☐ Travel for companions | ☐ Payments for business use of personal residence |
| ☐ Tax indemnification and gross-up payments | ☐ Health or social club dues or initiation fees |
| ☐ Discretionary spending account | ☐ Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain.....

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|--|
| ☐ Compensation committee | ☐ Written employment contract |
| ☐ Independent compensation consultant | ☐ Compensation survey or study |
| ☐ Form 990 of other organizations | ☐ Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III.

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)?
If "Yes," describe in Part III.

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

Yes No

1b

2

4a

4b

4c

5a

5b

6a

6b

7

8

9

X

X

X

X

X

X

X

X

X

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) (Rev. 12-2024)

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation					(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns(B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation						
1	PETER SAGEBIEL CEO	(i)	176,091.	0.	0.	0.	0.	45,888.	221,979.	0.
		(ii)	0.	0.	0.	0.	0.	0.	0.	0.
2	MESHAWN SIMMONS CFO	(i)	127,576.	0.	0.	0.	0.	57,791.	185,367.	0.
		(ii)	0.	0.	0.	0.	0.	0.	0.	0.
3		(i)								
		(ii)								
4		(i)								
		(ii)								
5		(i)								
		(ii)								
6		(i)								
		(ii)								
7		(i)								
		(ii)								
8		(i)								
		(ii)								
9		(i)								
		(ii)								
10		(i)								
		(ii)								
11		(i)								
		(ii)								
12		(i)								
		(ii)								
13		(i)								
		(ii)								
14		(i)								
		(ii)								
15		(i)								
		(ii)								
16		(i)								
		(ii)								

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

**SCHEDULE O
(Form 990)**

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

**Open to Public
Inspection**

Employer identification number

FOREST CHARTER SCHOOL

45-4822385

FORM 990, PART I, LINE 1 - ORGANIZATION MISSION OR SIGNIFICANT ACTIVITIES

FOREST CHARTER SCHOOL(FCS) IS COMMITTED TO NURTURING THE LOVE OF LEARNING IN ALL STUDENTS THROUGH PARENTAL CHOICE IN EDUCATION. BY CULTIVATING A STAFF OF DEDICATED PERSONNEL, FOREST CHARTER SCHOOL PLEDGES AN ONGOING AND EXPANSIVE ENVIRONMENT OF EDUCATIONAL EXCELLENCE. THE CORNERSTONE OF OUR PERSONALIZED LEARNING PROGRAM IS POSITIVE COLLABORATION ON THE PART OF STUDENTS, PARENTS AND PROFESSIONAL EDUCATORS. THE ULTIMATE MISSION OF FCS IS TO HONOR THE STUDENT'S INDIVIDUAL LEARNING STYLE THROUGH PARENTAL OPTIONS IN THE SELECTION AND IMPLEMENTATION OF EFFECTIVE CURRICULUM TO PREPARE HIM/HER FOR SUCCESS IN THE 21ST CENTURY.

FORM 990, PART III, LINE 1 - ORGANIZATION MISSION

FOREST CHARTER SCHOOL(FCS) IS COMMITTED TO NURTURING THE LOVE OF LEARNING IN ALL STUDENTS THROUGH PARENTAL CHOICE IN EDUCATION. BY CULTIVATING A STAFF OF DEDICATED PERSONNEL, FOREST CHARTER SCHOOL PLEDGES AN ONGOING AND EXPANSIVE ENVIRONMENT OF EDUCATIONAL EXCELLENCE. THE CORNERSTONE OF OUR PERSONALIZED LEARNING PROGRAM IS POSITIVE COLLABORATION ON THE PART OF STUDENTS, PARENTS AND PROFESSIONAL EDUCATORS. THE ULTIMATE MISSION OF FCS IS TO HONOR THE STUDENT'S INDIVIDUAL LEARNING STYLE THROUGH PARENTAL OPTIONS IN THE SELECTION AND IMPLEMENTATION OF EFFECTIVE CURRICULUM TO PREPARE HIM/HER FOR SUCCESS IN THE 21ST CENTURY.

FORM 990, PART VI, LINE 7A - HOW MEMBERS OR SHAREHOLDERS ELECT GOVERNING BODY

PARENTS VOTE IN PARENT REPS.,STUDENTS VOTE IN STUDENTS REPS. NO LONGER HAVE VOTING EMPLOYEES EFFECTIVE JANUARY 2018.

FORM 990, PART VI, LINE 11B - FORM 990 REVIEW PROCESS

FORM IS REVIEWED BEFORE FILING DURING OPEN SESSION OF BOARD MEETING.

FORM 990, PART VI, LINE 12C - EXPLANATION OF MONITORING AND ENFORCEMENT OF CONFLICTS

FORM 700-ANNUALLY

SCHEDULE O
(Form 990)

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

**Open to Public
Inspection**

Name of the organization

FOREST CHARTER SCHOOL

Employer identification number

45-4822385

FORM 990, PART VI, LINE 15A - COMPENSATION REVIEW & APPROVAL PROCESS - CEO & TOP MANAGEMENT

A COMPARISON DONE WITH THE SIMILAR SCHOOLS THROUGH THE APLUS ORGANIZATION.

FORM 990, PART VI, LINE 15B - COMPENSATION REVIEW & APPROVAL PROCESS - OFFICERS & KEY EMPLOYEES

A COMPARISON DONE WITH THE SIMILAR SCHOOLS THROUGH THE APLUS ORGANIZATION.

FORM 990, PART VI, LINE 19 - OTHER ORGANIZATION DOCUMENTS PUBLICLY AVAILABLE

AVAILABLE AT SCHOOL BUSINESS OFFICE AND/OR SCHOOL WEBSITE.

2024

California Exempt Organization
Annual Information Return

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 7/01/2024, and ending (mm/dd/yyyy) 6/30/2025

Corporation/Organization name

FOREST CHARTER SCHOOL

Additional information. See instructions.

California corporation number

3431168

FEIN

45-4822385

FMB no.

Street address (suite or room)

470 SEARLS AVENUE

City

NEVADA CITY

Foreign country name

State

CA

ZIP code

95959

Foreign province/state/county

Foreign postal code

- A** First return ☐ Yes ☒ No
- B** Amended return ☐ Yes ☒ No
- C** IRC Section 4947(a)(1) trust ☐ Yes ☒ No
- D** Final information return? ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
- Enter date: (mm/dd/yyyy) ☐
- E** Check accounting method:
1 ☐ Cash 2 ☒ Accrual 3 ☐ Other
- F** Federal return filed? 1 ☐ 990T 2 ☐ 990-PF
3 ☐ Sch H (990) 4 ☐ Other 990 series
- G** Is this a group filing? See instructions ☐ Yes ☒ No
- H** Is this organization in a group exemption? ☐ Yes ☒ No
If "Yes," what is the parent's name?

- I** Did the organization have any changes to its guidelines not reported to the FTB? See instructions ☐ Yes ☒ No
- J** If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions ☐ Yes ☒ No
- K** Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources \$
- L** Is the organization a limited liability company? ☐ Yes ☒ No
- M** Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No
- N** Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No
- O** Is federal Form 1023/1024 pending? ☐ Yes ☐ No
Date filed with IRS

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8.	1	12,552,440.
	2	Gross dues and assessments from members and affiliates.	2	
	3	Gross contributions, gifts, grants, and similar amounts received.	3	
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B.	4	12,552,440.
	5	Cost of goods sold.	5	
	6	Cost or other basis, and sales expenses of assets sold.	6	
	7	Total costs. Add line 5 and line 6.	7	
	8	Total gross income. Subtract line 7 from line 4.	8	12,552,440.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18.	9	11,797,377.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8.	10	755,063.
Payments	11	Total payments.	11	
	12	Use tax. See General Information K.	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11.	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12.	14	
	15	Penalties and interest. See General Information J.	15	
	16	Balance due. Add line 12 and line 15. Then subtract line 11 from the result.	16	0.
Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.			
Paid Preparer's Use Only	Signature of officer	Title	Date	Telephone
		CFO		(530) 265-4823
	Preparer's signature	Date	Check if self-employed	PTIN
			☐	P02234334
	Firm's name (or yours, if self-employed) and address			Firm's FEIN
SCINTO GROUP, LLP				
420 SIERRA COLLEGE DR STE 360				68-0477398
GRASS VALLEY, CA 95945				Telephone
				530-273-3200
May the FTB discuss this return with the preparer shown above? See instructions. ☒ Yes ☐ No				

CAC1112L 01/14/25

Part II Organizations with gross receipts of more than \$50,000 and private foundations
regardless of amount of gross receipts – complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1	
	2	Interest	2	78,714.
	3	Dividends	3	
	4	Gross rents	4	
	5	Gross royalties	5	
	6	Gross amount received from sale of assets (See instructions)	6	
	7	Other income. Attach schedule	7	SEE STATEMENT 1 12,473,726.
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1.	8	12,552,440.
	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule	9	
	10	Disbursements to or for members	10	
Expenses and Disbursements	11	Compensation of officers, directors, and trustees. Attach schedule	11	551,978.
	12	Other salaries and wages	12	4,795,981.
	13	Interest	13	
	14	Taxes	14	171,279.
	15	Rents	15	
	16	Depreciation and depletion (See instructions)	16	14,554.
	17	Other expenses and disbursements. Attach schedule	17	SEE STATEMENT 2 6,263,585.
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9.	18	11,797,377.

Schedule L Balance Sheet		Beginning of taxable year		End of taxable year	
		(a)	(b)	(c)	(d)
Assets					
1	Cash		2,028,062.		3,501,964.
2	Net accounts receivable		2,053,990.		1,477,389.
3	Net notes receivable				
4	Inventories				
5	Federal and state government obligations				
6	Investments in other bonds				
7	Investments in stock				
8	Mortgage loans				
9	Other investments. Attach schedule				
10a	Depreciable assets	319,333.		319,333.	
b	Less accumulated depreciation	20,910.	298,423.	35,464.	283,869.
11	Land				
12	Other assets. Attach schedule		1,687,517.		2,065,072.
13	Total assets		6,067,992.		7,328,294.
Liabilities and net worth					
14	Accounts payable		833,451.		1,138,242.
15	Contributions, gifts, or grants payable				
16	Bonds and notes payable				
17	Mortgages payable				
18	Other liabilities. Attach schedule		2,573,511.		2,773,959.
19	Capital stock or principal fund		2,661,030.		3,416,093.
20	Paid-in or capital surplus. Attach reconciliation				
21	Retained earnings or income fund				
22	Total liabilities and net worth		6,067,992.		7,328,294.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1	Net income per books	755,063.	7	Income recorded on books this year not included in this return. Attach schedule	
2	Federal income tax		8	Deductions in this return not charged against book income this year. Attach schedule	
3	Excess of capital losses over capital gains		9	Total. Add line 7 and line 8	
4	Income not recorded on books this year. Attach schedule		10	Net income per return. Subtract line 9 from line 6	755,063.
5	Expenses recorded on books this year not deducted in this return. Attach schedule				
6	Total. Add line 1 through line 5	755,063.			

2024**Corporation Depreciation and Amortization****3885**

Attach to Form 100 or Form 100W. FORM 199

Corporation name

California corporation number

FOREST CHARTER SCHOOL

3431168

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	\$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost)	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
	CAPITAL ASSETS	VARIOUS	319,333.	20,910.		0	14,554.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).						15	14,554.

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary).	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.						22

STATEMENT 1
FORM 199, PART II, LINE 7
OTHER INCOME

OTHER REVENUE.....	\$	292,160.
PROGRAM SERVICE REVENUE.....		12,181,566.
	TOTAL	<u>\$ 12,473,726.</u>

STATEMENT 2
FORM 199, PART II, LINE 17
OTHER EXPENSES

AUTHORIZED AGENCY EXPENSE.....	\$	201,820.
BOOKS, MATERIALS AND SUPPLIES.....		326,818.
FACILITIES EXPENSE.....		466,292.
INSURANCE.....		70,687.
OTHER EMPLOYEE BENEFIT.....		393,630.
OTHER OPERATING EXPENSES.....		57,551.
PENSION PLAN CONTRIBUTIONS.....		1,386,030.
PROFESSIONAL SERVICES.....		3,360,757.
	TOTAL	<u>\$ 6,263,585.</u>

STATEMENT 3
FORM 199, SCHEDULE L, LINE 12
OTHER ASSETS

DEPOSITS.....		53,348.
PREPAID EXPENSES AND DEFERRED CHARGES.....		64,429.
RIGHT-OF-USE ASSET (LEASES).....		1,947,295.
	TOTAL	<u>\$ 2,065,072.</u>

STATEMENT 4
FORM 199, SCHEDULE L, LINE 18
OTHER LIABILITIES

DEFERRED REVENUE.....		736,467.
OPERATING LEASE LIABILITY.....		2,037,492.
	TOTAL	<u>\$ 2,773,959.</u>

2024

FEDERAL EXEMPT ORGANIZATION TAX SUMMARY

PAGE 1

FOREST CHARTER SCHOOL

45-4822385

	2024	2023	DIFF
REVENUE			
PROGRAM SERVICE REVENUE.....	12,181,566	11,537,599	643,967
INVESTMENT INCOME.....	78,714	62,176	16,538
OTHER REVENUE.....	292,160	39,086	253,074
TOTAL REVENUE	12,552,440	11,638,861	913,579
EXPENSES			
SALARIES, OTHER COMPEN., EMP. BENEFITS..	7,298,898	7,018,502	280,396
OTHER EXPENSES.....	4,498,479	4,257,368	241,111
TOTAL EXPENSES	11,797,377	11,275,870	521,507
NET ASSETS OR FUND BALANCES			
REVENUE LESS EXPENSES.....	755,063	362,991	392,072
TOTAL ASSETS AT END OF YEAR.....	7,328,294	6,067,992	1,260,302
TOTAL LIABILITIES AT END OF YEAR.....	3,912,201	3,406,962	505,239
NET ASSETS/FUND BALANCES AT END OF YEAR	3,416,093	2,661,030	755,063

2024

CALIFORNIA 199 TAX SUMMARY

PAGE 1

FOREST CHARTER SCHOOL

45-4822385

	2024	2023	DIFF
RECEIPTS AND REVENUES			
GROSS SALES OR RECEIPTS	12,552,440	11,638,861	913,579
TOTAL GROSS RECEIPTS.....	12,552,440	11,638,861	913,579
TOTAL COSTS.....	0	0	0
TOTAL GROSS INCOME.....	12,552,440	11,638,861	913,579
EXPENSES			
TOTAL EXPENSES.....	11,797,377	11,275,870	521,507
EXCESS RECEIPTS OVER EXPENSES	755,063	362,991	392,072
FILING FEE			
FILING FEE.....	0	0	0
BALANCE DUE	0	0	0

2024

GENERAL INFORMATION

PAGE 1

FOREST CHARTER SCHOOL

45-4822385

FORMS NEEDED FOR THIS RETURN

FEDERAL: 990, SCH A, SCH D, SCH E, SCH J
CALIFORNIA: 199, 3885, 8453-EO (199), E-FILE INSTRUCTIONS

CARRYOVERS TO 2025

NONE

FOREST CHARTER SCHOOL

45-4822385

**FORM 990, PART III, LINE 4E
PROGRAM SERVICES TOTALS**

	PROGRAM SERVICES TOTAL	FORM 990	SOURCE
TOTAL EXPENSES	8,853,430.	8,853,430.	PART IX, LINE 25, COL. B
GRANTS	0.	0.	PART IX, LINES 1-3, COL. B
REVENUE	12,473,726.	12,181,566.	PART VIII, LINE 2, COL. A

**FORM 990, PART IX, LINE 24E
OTHER EXPENSES**

	(A) TOTAL	(B) PROGRAM SERVICES	(C) MANAGEMENT & GENERAL	(D) FUNDRAISING
OTHER OPERATING EXPENSES	57,551.	6,277.	51,274.	
TOTAL	\$ 57,551.	\$ 6,277.	\$ 51,274.	\$ 0.

6/30/25

2024 FEDERAL BOOK DEPRECIATION SCHEDULE

PAGE 1

FOREST CHARTER SCHOOL

45-4822385

NO.	DESCRIPTION	DATE ACQUIRED	DATE SOLD	COST/ BASIS	BUS. PCT.	CUR 179 BONUS	SPECIAL DEPR. ALLOW.	PRIOR 179/ BONUS/ SP. DEPR.	PRIOR DEC. BAL DEPR.	SALVAG /BASIS REDUCT.	DEPR. BASIS	PRIOR DEPR.	METHOD	LIFE	RATE	CURRENT DEPR.
FORM 990/990-PF																
1	CAPITAL ASSETS			319,333							319,333	20,910	S/L			14,554
	TOTAL			319,333		0	0	0	0	0	319,333	20,910				14,554
	TOTAL DEPRECIATION			319,333		0	0	0	0	0	319,333	20,910				14,554
	GRAND TOTAL DEPRECIATION			319,333		0	0	0	0	0	319,333	20,910				14,554

6/30/25

2024 CALIFORNIA BOOK DEPRECIATION SCHEDULE

PAGE 1

FOREST CHARTER SCHOOL

45-4822385

NO.	DESCRIPTION	DATE ACQUIRED	DATE SOLD	COST/ BASIS	BUS. PCT.	CUR 179 BONUS	SPECIAL DEPR. ALLOW.	PRIOR 179/ BONUS/ SP. DEPR.	PRIOR DEC. BAL DEPR.	SALVAGE /BASIS REDUCT.	DEPR. BASIS	PRIOR DEPR.	METHOD	LIFE	RATE	CURRENT DEPR.
FORM 199																
1	CAPITAL ASSETS	VARIOUS		319,333							319,333	20,910	S/L			14,554
	TOTAL			319,333		0	0	0	0	0	319,333	20,910				14,554
	TOTAL DEPRECIATION			319,333		0	0	0	0	0	319,333	20,910				14,554
	GRAND TOTAL DEPRECIATION			319,333		0	0	0	0	0	319,333	20,910				14,554

Forest Charter School

Budget Narrative and Assumptions 2026-27 Adopted Budget Board Approved: June 9, 2026

Budget Narrative Overview

On May 14, 2026, Governor Gavin Newsom unveiled the May Revision to the proposed 2026-27 State Budget. The budget reflects a significant increase to the projected Personal Income Tax (PIT) and strong capital gains collections due to higher than expected revenues, adding approximately \$16.5 billion to the projected budget. In his final budget, the governor focused on solidifying current programs and balancing a two-year budget rather than creating new one-time funding and programs.

Key highlights of the May Revision's TK-12 funding that impact Forest Charter include:

- A historic \$2.4 billion ongoing increase to special education, lifting the per-student rate from \$999 to \$1,340
- Fully funding the statutory COLA at 2.87%, plus adding an additional "super-COLA" of 1.44% to the LCFF base funding and supplemental and concentration grants.
- Increased the size of the Student Support and Professional Development Block Grant (SSPDBG) from \$2.8 billion to \$5 billion (estimated at approximately \$931/ADA).
- Continued commitment to universal Transitional Kindergarten (TK), ensuring that every child turning four by September 1 can enroll.
- A proposed "buy out" of the June 2026 deferral.
- Continued restoration of the Learning Recovery Emergency Block Grant (LREBG) from 2022.

At Forest Charter School, fiscal responsibility remains our top priority. We remain vigilant in monitoring cash flow and employ multiple budgeting scenarios to anticipate best- and worst-case outcomes. Guided by our County Office of Education, Governing Board, and staff, we will continue to manage resources thoughtfully and proactively to support our students' success.

Overview of Local Control Funding Formula (LCFF):

Implemented in 2012, the intent of the Local Control Funding Formula (LCFF) is to increase flexibility and accountability at the local level so that those closest to students can make the decisions and ensure that student needs drive the allocation of resources.

MSimmons/FCS

The basic design of the LCFF has been to eliminate most categorical programs and fund schools based on student demographics. The LCFF provides a base 'per-student rate' (per grade level span) with additional funding for Supplemental and Concentration grants for high need students.

The *Supplemental grant* is funding which is generated by each student who is identified as an English Learner (EL), or who is eligible for free or reduced price meals (FRPM), or who is a foster youth.

The *Concentration grant* provides an additional 50 percent for each pupil exceeding 55 percent eligible as high needs. Charter schools are eligible for a concentration grant, however their eligibility is capped at the average FRPM rate of the district in which the school is physically located, rather than the actual FRPM percent of the charter school. A charter school that has Learning Centers in more than one school district cannot exceed the percentage of unduplicated pupils of the school district with the highest percentage.

So, what does this mean to FCS?

- FCS is fully funded under the LCFF calculation.
- As part of the total funding received, \$837,794 is estimated to be generated as *supplemental funds*, principally directed to support our FRPM population.
- FCS is not eligible for the concentration grant.

Education Protection Account (EPA)

The Education Protection Account (EPA) provides schools with general purpose State aid funding pursuant to Proposition 30, approved by voters November 6, 2012. In 2016 voters approved extending the personal tax increase to support education through 2030. The EPA is a component of the school's general purpose entitlement.

- As outlined in Proposition 30, EPA monies are collected through taxes throughout the year and paid to schools on a quarterly basis.
- The FCS governing board is required to make the spending determinations with respect to monies received from the EPA in open session of a public meeting. These spending determinations are posted on our website at www.forestcharter.com.
- FCS estimates we will receive \$2,419,180 in EPA funding for the current school year.

Proposition 28: Arts and Music in Schools Funding

In November, 2022, voters approved Prop 28 which allocates 1% of LCFF funding to go towards visual arts, theater, dance, music or media arts. Forest Charter was allocated \$111,135 annually beginning in 2023-24.

Learning Recovery Emergency Block Grant (LREBG)

LREBG is a state-funded program that provides one-time funds to school districts, charter schools, and county offices of education to address the impacts of the COVID-19 pandemic. Funds are available to use through the 2027-28 school year, and are to be focused on academic learning recovery and social-emotional well-being. FCS will receive \$68,906 in the 2026-27 school year.

Student Support and Professional Development Block Grant (SSPDBG)

MSimmons/FCS

SSPDBG provides local educational agencies with one-time, discretionary funds to address rising operating costs and to fund state priorities, such as teacher recruitment, retention, professional development, and career pathways. FCS received \$257,074 in 2025-26, and is scheduled to receive an additional \$774,061 in 2026-27 to be expended by the end of the 2028-29 school year.

Adopted Budget in Summary

The Adopted Budget is based on an ADA of 828, and reflects a net increase of \$1,144,182.

FCS will focus on closely monitoring the school's budget and spending trends by implementing the following:

- Monitor cash flow regularly, and bring cash flow report monthly to the board.
- Monitor and analyze the effectiveness of our one-time spending to make sure we are utilizing those funds in the most effective way possible.
- Review annual costs of school programs to analyze ongoing sustainability, especially in regards to the one-time spending/hiring this year.

Multi-Year Projection

Our Budget Summary and Multi-Year Projection identifies the following key points:

- 2026-27
 - Enrollment and ADA at 855/828 (97%)
 - LCFF revenue based on FCMAT LCFF Calculator and includes a 4.31% COLA
 - EPA Funding of \$2,419,180
 - Step increases and 0% salary raise for staff
 - Maintain the employer contribution to CalSTRS at 19.1%
 - Surplus of \$1,144,182
 - Ending Fund Balance includes a Capital Expense reserve of \$300,000, a 12% reserve, 10% SPED reserve, \$50,000 reserve for technology upgrade, \$250,000 for future tech rotation, \$100,000 for playground updates, and \$300,000 for facility upgrades, and \$257,074 in restricted block grants.
- 2027-28
 - Enrollment and ADA at 860/838 (97%)
 - LCFF revenue based on FCMAT LCFF Calculator which includes a 3.3% COLA
 - All salaries are shown with a step increase and 3% raise
 - Surplus of \$233,020
 - Maintain the employer contribution to CalSTRS at 19.10%
 - Ending Fund Balance includes a Capital Expense reserve of \$300,000, a 12% reserve, 10% SPED reserve, \$50,000 reserve for technology upgrade, \$250,000 for future tech rotation, \$100,000 for playground updates, and \$300,000 for facility upgrades, and \$700,000 in restricted block grants.
- 2028-29
 - Enrollment and ADA at 860/838 (97%)
 - LCFF revenue based on School Services projections and FCMAT LCFF Calculator with a 3.09% increase to the COLA

MSimmons/FCS

- o All salaries are shown with a step increase and 3% raise
- o Surplus of \$156,963
- o Maintain the employer contribution to CalSTRS at 19.10%
- o Ending Fund Balance includes a Capital Expense reserve of \$300,000, a 12% reserve, 10% SPED reserve, \$50,000 reserve for technology upgrade, \$250,000 for future tech rotation, \$100,000 for playground updates, and \$300,000 for facility upgrades, and \$500,000 in restricted block grants.

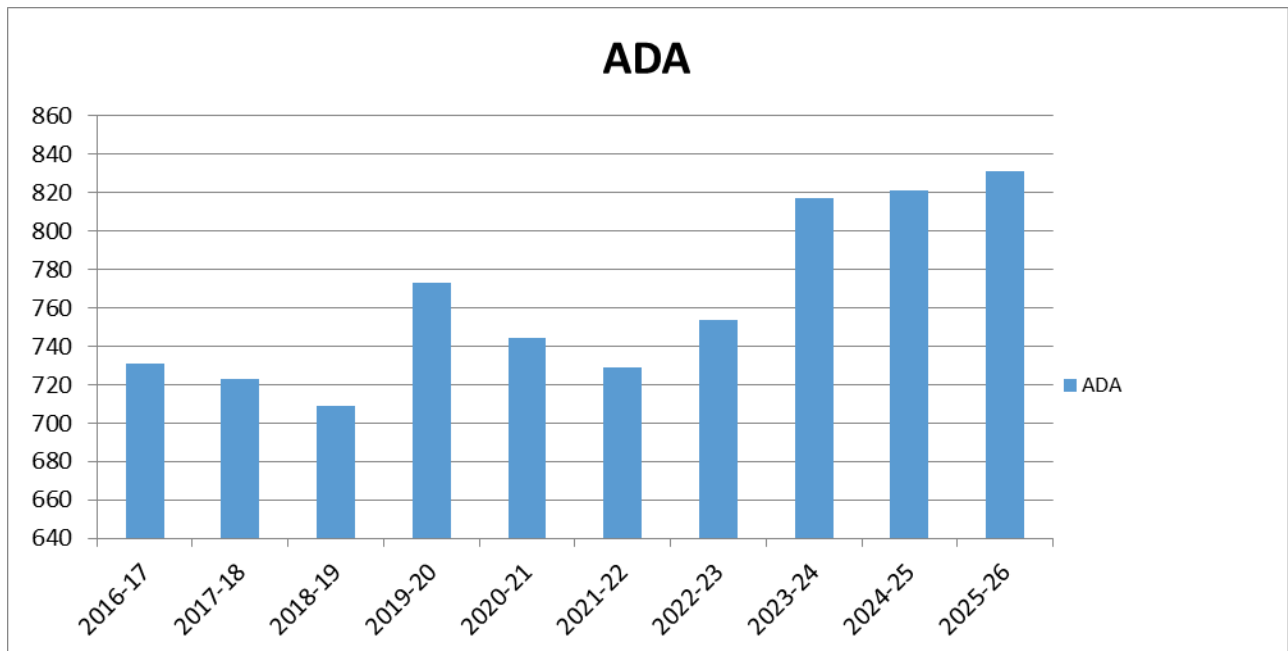
Audit Regulation Updates

Charter Schools are required to go through an annual audit conducted by an outside firm to review the fiscal procedures and contemporaneous records of attendance compliance as outlined in the State Audit Guide. This year, annual audits will include the following:

- The LCAP and its process will be subject to an audit, which verifies whether or not the funds provided through apportionment and supplemental funding have been spent in accordance with the requirements
- The audit will verify the school's Education Protection Account Plan (EPA) to ensure that funds were spent in accordance with EPA requirements
- The audit will ensure that data collection procedures for our unduplicated pupil count complies with Ed Code 42238.01(a)
- The SB 740 Funding Determination will be audited to ensure that FCS meets all regulated requirements
- Oversight on one-time funding, and Prop 28 funding

Enrollment History:

The enrollment numbers displayed in the following graphs are based on the schools P-2 ADA numbers. The P-2 ADA number for 2025-26 was 831.43, up from 821.11 the previous year.



Senate Bill 740 (SB 740)

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

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

In February 2027, FCS will apply for an additional four years of funding. The application will be based on the 2025-26 school year. We have been running models throughout the year to ensure we will meet the funding determination requirements.

Health Benefits:

FCS offers a High Deductible PPO Health Plan with a Health Saving Account to all eligible employees. In 2026-27 we are offering three plans for employees to choose from with varying deductibles and networks. Due to increased rates, we were able to increase the employer caps (see below).

FCS implemented a 'tiered' benefit cap structure, providing a cap based on family demographics:

MSimmons/FCS

PLAN	PER EMPLOYEE CAP
Employee Only	\$9,000
Employee with child(ren)	\$10,000
Employee plus spouse	\$10,000
Employee plus family	\$14,500

Dental, Vision, Accident, and Critical Illness plans are offered as voluntary options. FCS offers life insurance to all staff at no cost.

Oversite and Business Services:

Beginning in the 2020-2021 school year, FCS negotiated with NCSOS to provide ala carte services at a reduced cost to FCS. Our office staff continues to find ways to streamline business services so we can be more effective.

- Oversight (1%) - \$108,595.56
- NCSOS Business Services (1%) – \$108,595.56

Special Education

In January 2026, the NCCSA Board voted to dissolve the JPA in recognition of the increasing special education needs across all sites. The Board determined that transitioning services in-house would provide a more sustainable and cost-effective structure. FCS was able to create a new position, Director of Student Services, and hired almost all current NCCSA employees who worked at FCS to help create a smooth transition. FCS will continue to collaborate with other charter directors, special education staff, and the SELPA to ensure ongoing compliance, share best practices, and maintain high-quality services for students.

- The FCS special education annual encroachment projected in our Adopted Budget is \$762,120 (down \$523,667 from 2025-26). This is primarily due to an extraordinary amount of projected special education funding in the state budget.
- Total projected special education costs = \$2,222,373 (down \$80,530 from 2025-26).

Cash Flow

We will continue to monitor and provide the council with monthly reports of our cash flow.

MSimmons/FCS

Forest Charter School 2026-27 OB		B	B	C	D
		2nd Interim 2025-26	OB 2026-27	Year 2 2027-28	Year 3 2028-29
Estimated COLA	2.3		4.31	3.3	3.09
ENROLLMENT	860		855	860	860
ADA	838		828	838	838
%	0.97		0.97	0.97	0.97
REVENUE					
LCFF		\$ 6,797,848	\$ 6,877,700	\$ 7,203,594	\$ 7,450,421
PY LCFF Adjustment					
Prop 30 EPA		\$ 2,305,557	\$ 2,419,180	\$ 2,529,193	\$ 2,607,344
In-Lieu Property Taxes		\$ 1,553,830	\$ 1,562,676	\$ 1,588,742	\$ 1,613,019
Total LCFF		\$ 10,657,235	\$ 10,859,556	\$ 11,321,529	\$ 11,670,784
SELPA - Federal (3310) RESTRICTED		\$ 211,354	\$ 211,354	\$ 212,000	\$ 215,000
SELPA - State (6500) RESTRICTED		\$ 585,924	\$ 907,480	\$ 910,000	\$ 910,000
Mental Health (6546) RESTRICTED		\$ 71,252	\$ 69,645	\$ 70,000	\$ 72,000
SELPA - State (6500) Property Tax & Interest		\$ 84,144	\$ 80,465	\$ 82,000	\$ 82,500
Mandate Block Grant		\$ 27,148	\$ 28,239	\$ 29,000	\$ 29,500
State Lottery (1100)		\$ 162,947	\$ 164,996	\$ 165,000	\$ 167,000
State Lottery (6300) RESTRICTED		\$ 70,325	\$ 71,209	\$ 72,000	\$ 72,500
STRS/PERS on Behalf (7690) RESTRICTED		\$ 363,589	\$ 416,362	\$ 416,363	\$ 416,363
Local - donations		\$ 40,440	\$ 40,440	\$ 55,000	\$ 55,000
Local - Interest		\$ 20,000	\$ 20,000	\$ 60,000	\$ 60,000
SPED (3327)		\$ 9,898	\$ 10,432	\$ 11,500	\$ 12,000
Educator Effectiveness Block Grant		\$ 105,139	\$ -	\$ -	\$ -
SPED MOU (8677)		\$ -	\$ 256,687	\$ -	\$ -
A-G Grant (7412 & 7413)		\$ 42,139	\$ -	\$ -	\$ -
Learning Recovery BG (7435)		\$ 34,504	\$ 68,906	\$ -	\$ -
Arts, Music, and Instruction BG (6762)		\$ 353,962	\$ -	\$ -	\$ -
UPK Grant (6053)		\$ 43,100	\$ -	\$ -	\$ -
Prop 28 (6770)		\$ 111,035	\$ 111,035	\$ 111,035	\$ 111,035
Student Services & PD BG (6019)		\$ 257,074	\$ 774,061	\$ -	\$ -
Total Revenue		\$ 13,251,209	\$ 14,090,868	\$ 13,515,427	\$ 13,873,682
EXPENDITURES					
Personnel Costs					
Certificated Salaries		\$ 4,365,226	\$ 5,804,075	\$ 5,978,197	\$ 6,157,543
Classified Salaries		\$ 1,172,373	\$ 1,635,819	\$ 1,684,894	\$ 1,735,440
Benefits		\$ 2,038,812	\$ 2,531,375	\$ 2,607,316	\$ 2,685,536
Total Personnel Costs		\$ 7,576,411	\$ 9,971,269	\$ 10,270,407	\$ 10,578,519
Expenditures					
Materials & Supplies		\$ 525,262	\$ 513,356	\$ 515,000	\$ 520,000
Non Capitalized Equipment		\$ 17,500	\$ 25,000	\$ 27,500	\$ 30,000
Total Books and Supplies (4000)		\$ 542,762	\$ 538,356	\$ 542,500	\$ 550,000
Other Operating Expenses (5000)					
SubAgreements for Services 5100		\$ 2,230,669		\$ -	\$ -
Travel and Conferences 5200		\$ 12,987	\$ 15,500	\$ 15,500	\$ 15,500
Dues and Memberships 5300		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Insurance 5400		\$ 110,000	\$ 110,000	\$ 112,000	\$ 115,000
Operations& Housekeeping 5500		\$ 55,500	\$ 60,500	\$ 62,000	\$ 65,000
Rent, Leases, Repairs, Non Cap IM 5600		\$ 475,000	\$ 500,000	\$ 510,000	\$ 520,200
Prof/Consul/Svcs& Oper Expense 5800		\$ 1,611,292	\$ 1,682,561	\$ 1,700,000	\$ 1,800,000
Communications 5900		\$ 48,500	\$ 48,500	\$ 50,000	\$ 52,500
Bldgs and Improve 6200					
Excess Program Costs 7100					
Total Program Costs		\$ 5,106,710	\$ 2,975,417	\$ 3,012,000	\$ 3,138,200
Total Expenses		\$ 12,683,121	\$ 12,946,686	\$ 13,282,407	\$ 13,716,719
Net Increase/Decrease		\$ 568,088	\$ 1,144,182	\$ 233,020	\$ 156,963
Beginning Balance		\$ 3,139,736	\$ 3,707,823	\$ 4,852,005	\$ 5,085,025
Audit Adjustment					
Ending Balance		\$ 3,707,823	\$ 4,852,005	\$ 5,085,025	\$ 5,241,987
Revolving/Clearing		\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600
Required Reserve		\$ 1,521,975	\$ 1,553,602	\$ 1,593,889	\$ 1,646,006
SPED Reserve		\$ 634,156	\$ 1,294,669	\$ 1,328,241	\$ 1,371,672
Tech Rotation		\$ 150,000	\$ 250,000	\$ 250,000	\$ 250,000
Tech Upgrade		\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Playground/Equipment Upgrade		\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Restriicted Block Grants		\$ 267,661	\$ 257,074	\$ 700,000	\$ 500,000
Facility Upgrades		\$ 200,000	\$ 300,000	\$ 300,000	\$ 300,000
Building Project Reserve		\$ 200,000	\$ 300,000	\$ 300,000	\$ 300,000
Unappropriated Fund Balance		\$ 581,432	\$ 744,060	\$ 460,295	\$ 721,709

Charter Council Approved:

NOTES:

*Restricted Block Grants - Student Support & PD Block Grant (6019) \$257,074

*Unearned Revenue - Prop 28 (6770) \$220,070

*12% reserve, 10% SPED reserve in all years

FOREST CHARTER SCHOOL
RESOLUTION 2627-01-141
EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Business Director shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Forest Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Forest Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 9, 2026

Board Member - Chair

Board Member

Board Member

Board Member

Board Member

FOREST CHARTER SCHOOL

2026-2027 Education Protection Account (EPA) Spending Plan

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEA's) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-2014 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Refer to the attached list of functions for which EPA funds may be used.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Forest Charter School estimated 2026-27 EPA Entitlement

\$ 2,419,180

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff and student curriculum.

Certificated Position	Number of Employees	SACS Function	Cost
Supervising Teacher	20	1000	\$1,839,447
Employee Benefits	20	3000	\$529,725

Purpose		SACS Function	Cost
Student Curriculum		4000	\$45,294
Tutoring Services		5000	\$4714

TOTAL			\$1,880,454
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Charter Council Approved :



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School

CDS Code: 29 10298 0126219

School Year: 2026-27

LEA contact information:

Peter Sagebiel

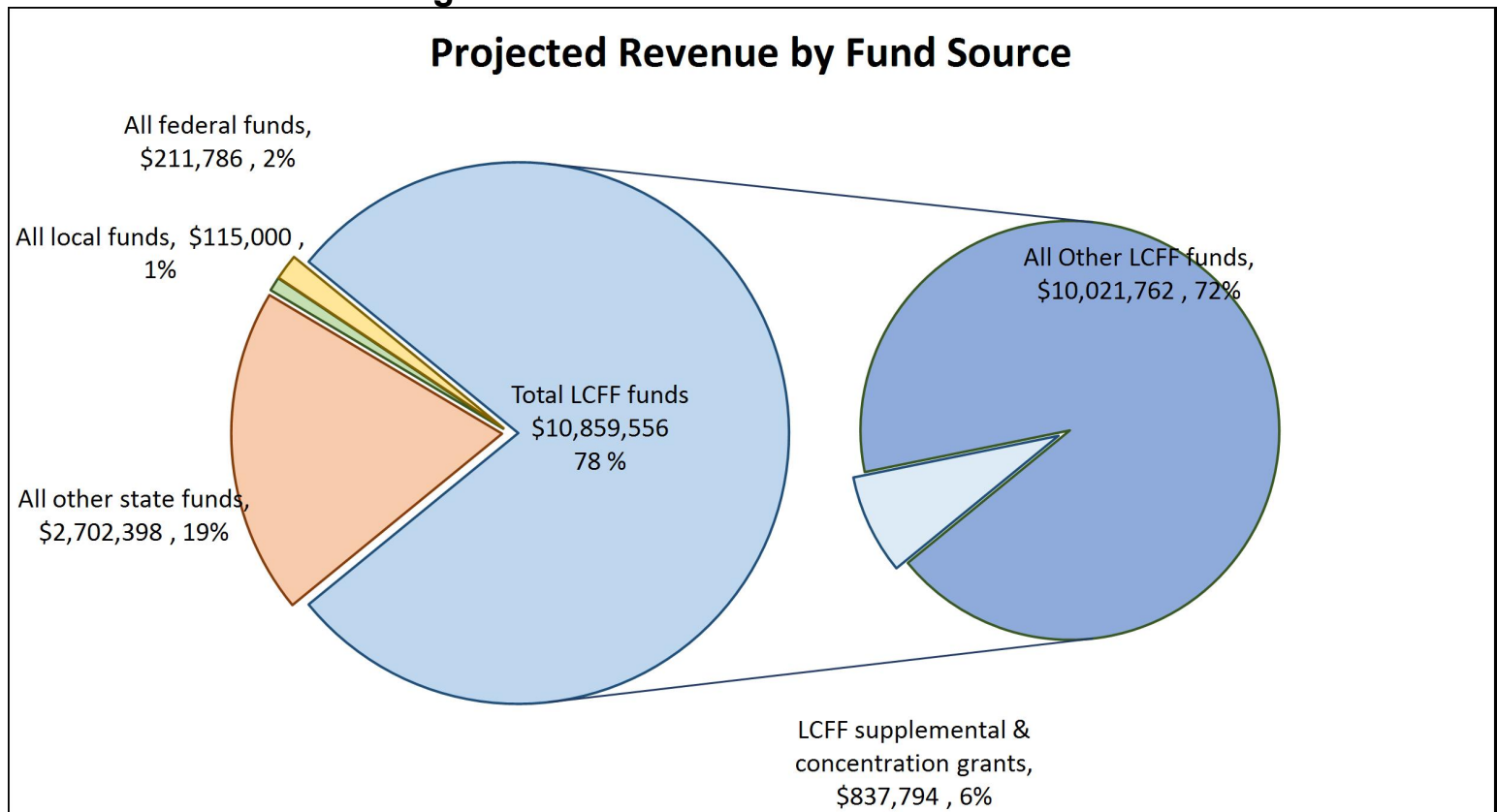
Executive Director

psagebiel@forestcharter.com

(530) 265-4823

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

Budget Overview for the 2026-27 School Year

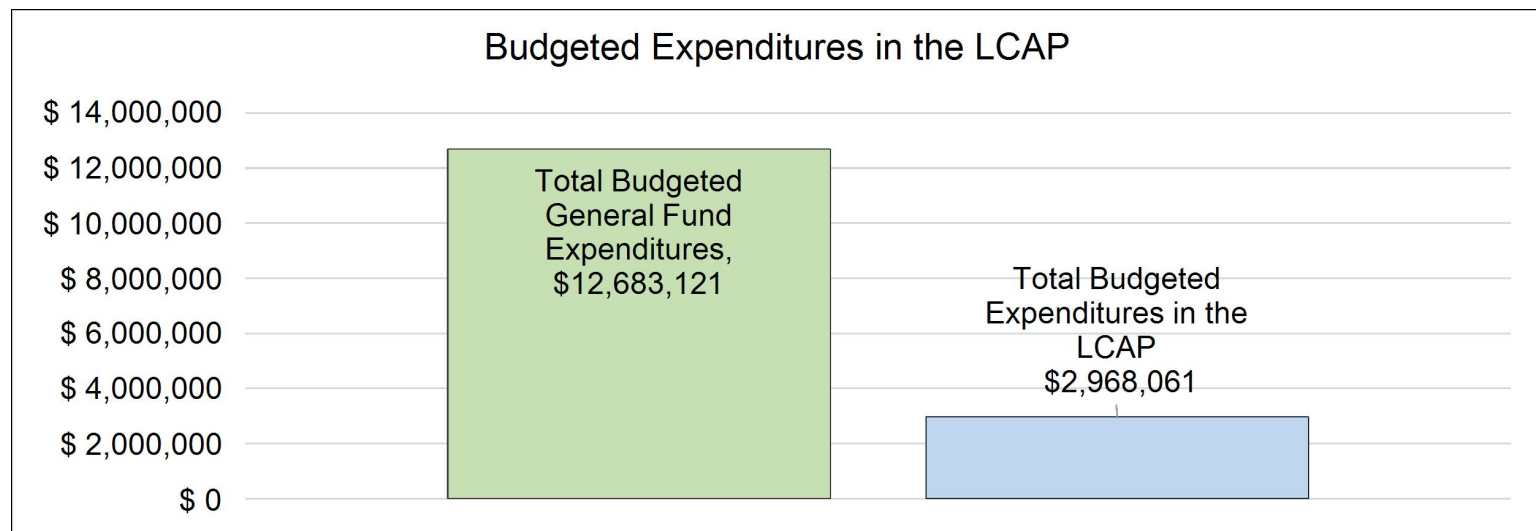


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Charter School is \$13,888,740, of which \$10,859,556 is Local Control Funding Formula (LCFF), \$2,702,398 is other state funds, \$115,000 is local funds, and \$211,786 is federal funds. Of the \$10,859,556 in LCFF Funds, \$837,794 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Forest Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Charter School plans to spend \$12,683,121 for the 2026-27 school year. Of that amount, \$2,968,061 is tied to actions/services in the LCAP and \$9,715,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the actions and services included in the LCAP, the school's General Fund supports a variety of operational expenditures necessary for the ongoing operation of the school. These expenditures include facilities costs, utilities, insurance, technology, business and administrative services, and additional special education services.

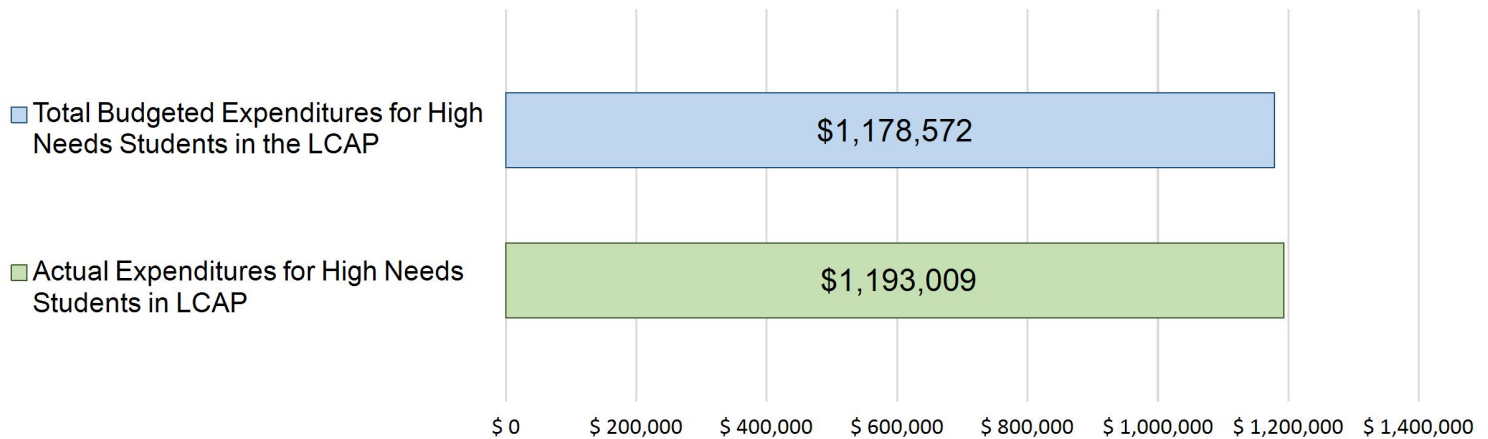
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Forest Charter School is projecting it will receive \$837,794 based on the enrollment of foster youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend \$1,096,485 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Forest Charter School's LCAP budgeted \$1,178,572 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent \$1,193,009 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Forest Charter School (FCS) is a TK-12 personalized learning program centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community.

Forest Charter School serves all students of legal TK-12th grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, FCS is staffed to enroll approximately 855 TK-12 students, and its demographics align with other schools in the county. As a public school, FCS does not charge fees or tuition.

Forest Charter School's foundational philosophy is to build an educational program around each student and thus, serves families who desire a standards-based yet flexible and personalized learning approach to education. Each student's personal learning program is developed by their education team, consisting of the student, parents/guardians, and a supervising teacher (ST). This team meets regularly in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards.

Forest Charter School does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

School Successes

School Climate

There are several aspects of Forest Charter School's program that we are proud of. Perhaps our strongest aspect is our culture, and this view of our culture is shared by both families and staff. Based on the FCS annual school survey, approximately 90% of the parents and 79% of the students feel that the teachers show respect for the students (approximately 4% of the parents were neutral and 5% were not on campus, 10% of the students were neutral, and 10% are not on campus). 96% of the staff feel that FCS promotes trust and collegiality (2% were neutral). This feedback, as well as our low overall suspension/expulsion rate (0.7%), help quantify the strong school climate that is present at Forest Charter School.

Suspension Rate 0.7% 2023 Dashboard

As mentioned above, our suspension rate is very low. We believe this supports our contention that we have a very strong school culture that supports students and makes them feel safe.

Chronic Absenteeism 4.1% 2023 Dashboard

The dashboard indicates that our chronic absenteeism status is in the yellow category (4.1%). We believe our color is lower, because this is an increase of 1.2% from last year. However, our overall chronic absenteeism is still low. Forest Charter School has historically done well in this category. We have implemented a process to identify students earlier who are not doing their work (i.e. being absent in a non-classroom based school) which gives us an opportunity to intervene and support students who might otherwise fail.

Students with Disabilities Improvement in English Language Arts (ELA) score and ELA Distance from Standard

Although the metrics from 2022-2023 are different, we can still see strong growth in our students with disabilities ELA scores on CAASPP. In 2022, this group scored "very low" on the CAASPP and in 2023, they grew to a yellow score which matches the highest score any of our sub groups achieved. Partly due to this achievement, our overall distance from standard in math reduced from 14.5 points in 2022 to 10.8 points in 2023 again demonstrating strong gains in this assessment.

English Language Arts & Math Improvement Based on Local Benchmark (iReady)

Although our 2023 status scores for math and ELA on the dashboard are lower than we would have liked, we still feel that our benchmark scores indicate that students are showing strong growth in these areas. In assessing the effectiveness of our program, we looked at students working at or above grade level as well as students who began the year two or more grade levels below their assigned grade level. In both cases, we demonstrated strong improvement. In addition, we broke down the benchmark scores with our sub groups, and in all cases, we made strong gains.

Benchmark score breakdowns are below
iReady Scores 2023-24

Percent of students in grades 3-8 on or above grade level

Reading - Fall 53% Winter 58.8%

Math - Fall 34.9%% Winter 42.1%

Percent of students in grades 3-8 and 11 on or above grade level

Reading - Fall 49.6% - Winter 56.1%

Math - Fall 31.8% - Winter 38.9%

Percent of students in grades 3-8 who tested 2 grades levels or more below their assigned grade level in iReady

(Note: the decreased percentage from fall to winter shows improvement in this area.)

Reading - Fall 24.3% - Winter 19.9%

Math - Fall 30.5% - Winter 21.5%

Percent of students in grades 3- 8 and 11 who tested 2 grades levels or more below their assigned grade level in iReady(Note: the decreased percentage from fall to winter shows improvement in this area.)

Reading - Fall 27.5% - Winter - 22.2%

Math - Fall - 37.1% - Winter - 28.6%

Percent of students making typical progress

3-8

Reading - 71.43%

Math - 44.44%

White Sub Group

3-8

Reading - 60%

Math - 44.44%

Students with Disabilities Sub Group

3-8

Reading - 33.33%

Math - 29.63%

Socio-Economically Disadvantaged Sub Group3-8

Reading - 80%

Math - 29.63%

Percent of students working at or above grade level (change from fall assessment to winter assessment) 3-8 and 11

Reading - Fall 49.6% - Winter 56.1%

Math - Fall 31.8% - Winter 38.9%

White Sub Group 3-8 and 11
Reading - Fall 51% - Winter 57.9%
Math - Fall 32.7% - Winter 42%

Students with Disabilities Sub Group 3-8 and 11
Reading - Fall 24.25% - Winter 31%
Math - Fall 16.7% - Winter 20.3%

Socio-Economically Disadvantaged Sub Group 3-8 and 11
Reading - Fall 37.8% - 45.9%
Math - Fall 23.6% - 26.8%

CHALLENGES (AREAS FOR GROWTH)

Suspension Rate for Students with Disabilities (SWD)

This year, suspensions for students with disabilities was two tiers below our overall score (SWD scored in the orange and our overall score was green). However, we only had a total of 6 suspensions for our students with disabilities in 2022-23. While our raw number of suspensions is still low there was an increase in the number of suspensions for our students with disabilities from one suspension in 2021-22, to six suspensions in 2022-23. Currently, we only have three suspensions for our students with disabilities in the 2023-24 school year. Still, we want to ensure that this increase in suspensions for students with disabilities does not become a trend, so we will work to support this group with their behaviors.

To support improving our suspension rate for students with disabilities, we are planning to increase our mental health services and continue with our behavior specialist. We will also provide staff trainings to handle behaviors proactively so we can avoid suspensions.

Graduation Rate and Graduation Rate for Socio-Economically Disadvantaged Students

Overall, our graduation rate declined by 14.1 points and our socio-economically disadvantaged group was in the "red" category. Although we are disappointed by this result, we believe this is partly an impact of Covid. We had 15 students who needed an extra semester to complete their path to graduation (graduating in December of 2023) and we hope when these students graduate that it will have a positive impact on this number, especially considering our 2023 graduating class was smaller than normal with only 60 graduates including those students who graduated in December 2023. Further, 5 students are on track to graduate in June of 2024 who were part of the original 2023 graduation cohort.

To support improving our graduation rate, we will focus on academic intervention (action 1.2) and improving our ability to support student mental health.

College and Career Indicator

Our College and Career Indicator score in 2023 was "Low." This score is our first score first year since Covid so it will act as our baseline

moving forward. We feel that this score was impacted by Covid, and we think it will increase next year.

To support improving our College and Career Indicator score, we will focus on academic intervention and improving our ability to support student mental health.

Math

Our overall score is in the orange category and we are 67.1 points below standard. Further, our socio economically disadvantaged (SED) students are in the red category. Our SED group declined by 4.9 points from 2022. Although this is not a large decline, it is enough to drop this group into a lower color (i.e. red).

To support improving our math score, we will focus on academic intervention (action 1.2) and improving our ability to support student mental health.

Additional Information:

Forest Charter School has not received the lowest performance level on any of the state indicators

Student group within the LEA that received the lowest performance level on one or more of the state indicators on the 2023 Dashboard

- Socio-economically disadvantaged students - Graduation Rate
- Socio-economically disadvantaged students - Math

2024 - We have expended all of our LREBG money.

2025-26 - We have expended all of our additional LREBG money. The \$34,504 was spent on tutoring in Goal 1, Action 2.

2026-27 - The remaining LREBG funds of \$68,906 are assigned to Goal 1, Action 2: Academic Intervention and Tutoring Services. These funds will be used to provide supplemental tutoring and targeted academic support for students who are not meeting grade-level standards in ELA and math. This expenditure aligns with the allowable LREBG use categories by providing evidence-based academic interventions designed to address learning gaps and accelerate student achievement. Tutoring services will offer individualized and small-group instruction focused on improving academic outcomes, increasing student engagement, and supporting students who require additional assistance to meet state academic standards.

The decision to allocate LREBG funds to tutoring services was informed by a comprehensive needs assessment that included state and local performance data including CAASPP and i-Ready results.

The effectiveness of this expenditure will be measured using the same metrics that informed the needs assessment. The LEA will monitor student growth through CAASPP performance, local assessment results, course grades, and progress-monitoring data. These measures will be reviewed throughout the year to determine the impact of tutoring services on student achievement and to inform future program improvements and resource allocation decisions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable - Forest Charter is not in technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable - Forest Charter is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable - Forest Charter is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable - Forest Charter is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teachers Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date. Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-

Educational Partner(s)	Process for Engagement
	study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School does not have a bargaining unit for teachers, however, two teachers attend board meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up, including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Two staff representatives attend this meeting and all teachers are welcome to attend the meeting and provide input and feedback.
Principals/Administrators	Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date.

Educational Partner(s)	Process for Engagement
	Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School does not have a bargaining unit for administrators, however, the administrators attend board meetings to provide feedback for the board on any agenda items or topics that come up including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Administrators are present at this meeting.

Educational Partner(s)	Process for Engagement
Other School Personnel	Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date. Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan.

Educational Partner(s)	Process for Engagement
	The LCAP and its development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to ask questions and/or make suggestions. Forest Charter School does not have a bargaining unit for other school personnel, however, other school personnel can attend board meetings to provide feedback for the board on any agenda items or topics that come up, including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Other school personnel staff are welcome to attend this meeting and provide input.
Parents	Parents/guardians are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Every attempt is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan, and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Educational Partner(s)	Process for Engagement
	Forest Charter School conducts an annual family survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 23.6% of our families, based on 525 households (124 respondents), participated in these surveys. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and reminder emails were sent by a specific date. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School presented the draft LCAP to the parent advisory group in May (again, the Charter Council serves as the Parent Advisory Group for the LCAP) for input and feedback.

Educational Partner(s)	Process for Engagement
Students	Forest Charter School conducts an annual student survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey, was conducted in February 2025. Approximately 15.4% of our students in 3-12. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and reminder emails were sent by a specific date. In addition to the surveys, students are also annually engaged in a conversation at each learning center. Administrators at each learning center met with various students to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we come with some specific questions, this is an organic conversation that the facilitators allow to take a natural course. Efforts are made to bring in independent study students, but we usually have a greater number of students involved in our co-ops and block classes. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner input led Forest Charter School to add/keep the following actions/services: • Staff three full-time mental health counselors who can provide support for these students. • Provide professional development and tools to support students with disabilities and emotional needs • Provide parent training to improve at-home instruction • Maintain our academic intervention program and the other academic services/supports • Provide aides in co-op classes • Provide intervention tutoring/support

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic (Conditions of Learning) Local indicator and/or local survey Facility Inspection Tool (FIT)	Credentialing based on TAMO (2022): Total FTE 42.8 Clear 47.3 % Out of field 50.1% Intern 0 Ineffective 2.6% Incomplete 0 Note: Based on EC 448656 all FCS teachers are	Credentialing based on TAMO (2023): Total FTE 43.9% Clear 46.1% Out of field 49.1% Intern 0 Ineffective 4.8% Incomplete 0 Note: Based on EC 448656 all	Credentialing based on TAMO (2024): Total FTE 45.3% Clear 43.3% Out of field 50.4% Intern 1.3 Ineffective 5.9%% Incomplete 0 Note: Based on EC 448656 all	Maintain 100% of teachers appropriately assigned and fully credentialed based on EC448656 Maintain 100% of pupils having access	No difference - 100% of Teachers are based on EC 448656 No difference - 100% of pupils have access to standards aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2024) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2024)	FCS teachers are appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2024) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2025)	FCS teachers are appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2025) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2026)	to standards aligned instructional materials Achieve an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey	instructional materials No difference - All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2024)
1.2	Priority 2: State Standards (Conditions of Learning)	100% of teachers implement state board adopted academic content and	100% of teachers implement state board adopted academic content	100% of teachers implement state board adopted academic content	100% of teachers will implement state board adopted academic	No difference - 100% of teachers implement state board adopted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator and/or local survey	performance standards for all students (2024) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2024)	and performance standards for all students (2024) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2024)	and performance standards for all students (2025) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2025)	content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers will use ELD Standards and California State Standards (CSS) in math and English Language Arts.	academic content and performance standards for all students No difference - 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
1.3	Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2024)	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2025)	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2026)	100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making	No difference - 100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making.
1.4	Priority 4: Pupil	Math - 29.06% of students met or	Math - 26.86% of students met or	Math - 26.72% of students met or	The percentage of students Meeting	Percent of students who met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement (Pupil Outcomes)	exceeded the grade level standard on the CAASPP (2023)	exceeded the grade level standard on the CAASPP (2024)	exceeded the grade level standard on the CAASPP (2025)	or exceeding standard on the CAASPP math will increase by 5%	or exceeded the grade level standard in CAASPP math Dropped by 2.34%
	CA School Dashboard					
	DataQuest	Math for socio-economically disadvantaged students (red) - 118.8 points below standard on the CAASPP (2023)	Math for socio-economically disadvantaged students (orange) - 110.4 points below standard on the CAASPP (2024)	Math for socio-economically disadvantaged students (red) - 108.1 points below standard on the CAASPP (2025)	The number of points below standard will decrease to 100 on the CAASPP	Decreased the distance from standard in math for socio-economically disadvantaged students by 10.7 points
	College Board					
	EAP Results - 3 or higher on CAASPP					
	CTE Completion					
	Results on CALPADS	ELA - 48.30% of students met or exceeded the grade level standards on the CAASPP (2023)	ELA - 41.97% of students met or exceeded the grade level standards on the CAASPP (2024)	ELA - 39.19% of students met or exceeded the grade level standards on the CAASPP (2025)	The percentage of students Meeting or exceeding standard on the CAASPP ELA will increase by 5%	Percent of students who met or exceeded the grade level standard in CAASPP ELA Dropped by 9.11%
	Local Data	Science - 36.56% of students met or exceeded the grade level standards in the CAASPP (2023)	Science - 33.62% of students met or exceeded the grade level standards in the CAASPP (2024)	Science - 30.70% of students met or exceeded the grade level standards in the CAASPP (2025)	The percentage of students Meeting or exceeding standard on the CAASPP Science will increase by 5%	Percent of students who met or exceeded the grade level standard in CAASPP ELA Dropped by 9.11%
		32% of students are meeting the a-g requirement (2023)	23% of students are meeting the a-g requirement (2024)	25.6% of students are meeting the a-g requirement (2025)	The percent of student meeting the a-g requirement will increase by 10%	Percent of students who met or exceeded the grade level standard in CAASPP science Dropped by 6.4%
		0 EL students have progressed at	2 EL students			The percent of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		least one level on the ELPAC (Currently FCS has 3 EL students) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students) (2023) 60% of students have passed the AP exam with a 3 or higher (2023) 57.9% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2023) 28% of students have been determined Ready or Conditionally Ready for college by EAP in math (2023). 0.003% of students have completed a CTE Pathway (Fall 2023)	have progressed at least one level on the ELPAC (Currently FCS has 6 EL students) (2024) 1 EL students have been reclassified (currently FCS has 6 EL students) (2024) 100% of students have passed the AP exam with a 3 or higher (2024) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2024) 25% of students have been determined Ready or Conditionally	2 EL students have progressed at least one level on the ELPAC (Currently FCS has 10 EL students) (2025) 0 EL students have been reclassified (currently FCS has 10 EL students) (2025) 100% of students have passed the AP exam with a 3 or higher (2025) 52% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2025) 20% of students have been determined	100% of EL students will progress at least one level on the ELPAC FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5%	the a-g requirement dropped by 6.4% Approximately 20% of EL students progressed at least one level on the ELPAC Approximately 0 EL students has been reclassified The percent of students who passed the AP exam with a 3 or higher improved by 40% The percent of students who are deemed Ready or Conditionally Ready for college by the EAP in ELA decreased by 5.9% The percent of students who are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Ready for college by EAP in math (2024). 0.02% of students have completed a CTE Pathway (Fall 2024)	Ready or Conditionally Ready for college by EAP in math (2025). 0.004% of students have completed a CTE Pathway (Fall 2025)	3% of FCS high school students will have completed a CTE Pathway	deemed Ready or Conditionally Ready for college by the EAP in math decreased by 8% The percent of students who completed a CTE Pathway increased by 0.001%
1.5	Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2024)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2025)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2026)	Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs	No difference - 100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
1.6	Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	Percent of students in grades 3-8 on or above grade level Reading - Fall 53% Winter 58.8% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark assessment. (2023-24)	Percent of students in grades 3-8 on or above grade level Reading - Fall 46.9% Winter 54.7% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark	Percent of students in grades 3-8 on or above grade level Reading - Fall 47.8% Winter 58.1% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark	The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5%	The percent of student who met or exceeded grade level proficiency on the iReady ELA benchmark improved by 10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of students in grades 3-8 on or above grade level Math - Fall 34.9%% Winter 42.1% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment. (2023-24)	assessment. (2024-25) Percent of students in grades 3-8 on or above grade level Math - Fall 29.7%% Winter 38.9% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment. (2024-25)	assessment. (2025-26) Percent of students in grades 3-8 on or above grade level Math - Fall 32.7% Winter 48.9% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment (2025-26)	The percent of students meeting or exceeding grade level proficiency on the math benchmark will increase by 5%	The percent of student who met or exceeded grade level proficiency on the iReady math benchmark improved by 16.2%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Forest Charter School implemented all planned actions, and there was no substantive difference in the planned actions and the actual implementation of these actions. Our action to improve our intervention support was very successful (1.2 Targeted Academic Support). We held regular "students of concern" meetings between admin and supervising teachers to identify students in need of intervention earlier and developed a process to better provide an monitor direct student intervention.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Expenditures exceeded the budget due to an increase in block class and enrichment offerings, including the addition of several virtual block classes that students can take from across all learning centers.

Action 1.3: Expenditures were lower than budgeted because fewer Chromebooks were needed than originally projected. The school currently maintains an almost 1:1 student-to-Chromebook ratio.

Action 1.4: Spending came in over budget due to an increased number of students with disabilities than budgeted for.

Action 1.6: Costs were slightly higher than planned due to i-Ready changing their model for services offered which resulted in an increased cost to the school.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metrics 1.1, 1.2, 1.3, and 1.5 were not targeted by our actions because these metrics are already being implemented successfully.

Metrics 1.4 and 1.6 were targeted by all of our actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. However, the best metric to determine the effectiveness of our actions is 1.6 (other pupil outcomes) because we can measure student growth throughout the school year which is a metric that has been directly impacted by our LCAP actions.

ELA and Math Proficiency – Benchmark (iReady, Grades 3–8)

In contrast to CAASPP trends, actions have been more effective at the benchmark level. iReady data for grades 3–8 shows meaningful growth in 2025–26 compared to the baseline year. ELA proficiency on the iReady winter benchmark improved from 58.8% in the baseline year to 58.1% in Year 2 — a slight dip — but the fall-to-winter growth within 2025–26 (from 47.8% to 58.1%) suggests that students are making within-year gains. More notably, math benchmark proficiency improved from a winter score of 42.1% at baseline to 48.9% in Year 2, reflecting a 16.2% improvement overall. These gains suggest that instructional strategies and curricular supports being implemented at the student level are gaining traction, and they represent the most promising evidence of effectiveness in the data set.

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

Due to the positive growth in our benchmark scores, we do not see a need to make any changes to our planned goal, target outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Academic Support	a) Provide optional support classes (Co-ops, Learning Center classes) b) Provide optional enrichment classes c) Provide College and career advisors d) Provide parent training to improve at-home instruction	\$1,757,955.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Targeted Academic Support	a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, labs, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator Note: This action will support our Students with Disabilities (SWD) improving in improving the ELA score. Our SWD students scored in the "red" in these areas. Note: 2025-26 LREBG Funds were spent on tutoring.	\$325,000.00	Yes
1.3	Academic Materials	Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12	\$12,000.00	Yes
1.4	Students with Disabilities	Provide supplemental tutoring (intervention) as needed for our students with disabilities.	\$115,000.00	Yes
1.5	Data Analysis	Conduct a thorough analysis of our benchmark assessment and state testing by measuring areas such as the following: a) Measure the percent of our students working at or above grade level proficiency through state testing and our local benchmark assessment. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Measure the distance from standard in our benchmark assessment e) Measure percent of students making typical growth based on our local benchmark. f) Break down all assessment data by whole school and sub groups.	\$14,025.00	
1.6	Benchmark Assessments	a) Use a benchmark assessment tool to measure growth.	\$28,190.00	

Action #	Title	Description	Total Funds	Contributing
1.7	Additional Funds to Support Academics	Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.	\$335,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Forest Charter School will maintain its positive school climate.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: Pupil Engagement	Attendance rates 98.30% (2023)	Attendance rates 97.5% (2024)	Attendance rates 97.96% (2025)	Maintain attendance rate at or above 97.5%	Maintained an attendance rate of 97.5%
	DataQuest	Chronic Absenteeism 4.1% (2023)	Chronic Absenteeism 4.7% (2024)	Chronic Absenteeism 7.2% (2025)	Reduce Chronic Absenteeism to below 3%	Chronic Absenteeism increased by 3.1% and was 2.2% above our goal
	CALPADS	Middle school dropout rate: 0.012% (2023)	Middle school dropout rate: 0.03% (2024)	Middle school dropout rate: 0.01% (2025)	Maintain a Middle school dropout rate of less than 1%	Maintained a middle school dropout rate of less than 1%
	CA School Dashboard	High school dropout rate: 8.3%% (2023)	High school dropout rate: 9.2% (2024)	High school dropout rate: 7.3% (2025)	Reduce High school dropout rate to below 6%	High school drop out rate decreased
	Local Data	High school	4 of 9 dropouts for 2024 returned in	3 of 6 dropouts for 2025 returned in		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graduation rate: 72% (2023) High school graduation rate for socio-economically disadvantaged students (red): 63.8% (2023) 100% of students have access to a broad course of study as articulated in the local indicators	the 24-25 school year. High school graduation rate: 82.5% (2024) High school graduation rate for socio-economically disadvantaged students: 75% (2024) 100% of students have access to a broad course of study as articulated in the local indicators	the 25-26 school year. High school graduation rate: 87.8% (2025) High school graduation rate for socio-economically disadvantaged students: 76.7% (2025) 100% of students have access to a broad course of study as articulated in the local indicators	Increase the High school graduation rate to 85% Increase high school graduation rate for socio economically disadvantaged students: to 75% Maintain 100% of students having access to a broad course of study as articulated in the local indicators.	by 1% (total rate of 7.3%) Increased the high school graduation rate by 15.8% to 87.8% Met - Increased high school graduation rate for socio-economically disadvantaged students by 12.9% to 76.7% Met - 100% of students have access to a broad course of study as articulated in the local indicators
2.2	Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCS Survey data	Pupil suspension rate 0.7% (2023) Pupil expulsion rate 0% (2023) Staff Survey School Connectedness - 97.2% strongly agreed or agreed that there is a strong school connection.	Pupil suspension rate 0.5% (2024) Pupil expulsion rate 0% (2024) Staff Survey School Connectedness - 98% strongly agreed or agreed that there is a	Pupil suspension rate 0% (2025) Pupil expulsion rate 0% (2025) Staff Survey School Connectedness - 97% strongly agreed or agreed that there is a	Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% Staff Survey School Connectedness Maintain a score above 95%	Decreased pupil suspension rate by 0.7% Met - zero expulsions The percent of staff who strongly agree or agree there is a strong school connection

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety 98.18% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 92.7% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 84.3% strongly agreed or agreed that there is a strong school connection. 6.1% didn't know or are not on campus. School Safety 79.3% strongly agreed or agreed that FCS is a safe place. 5.7% didn't know or are not on campus.	strong school connection. School Safety 96% strongly agreed or agreed that FCS is a safe place. 4% were neutral Caring Adult Relationships 94% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 82.6% strongly agreed or agreed that there is a strong school connection. 7.4% didn't know or are not on campus. School Safety 70.1% strongly agreed or agreed that FCS is a safe place. 18.5% didn't	strong school connection. School Safety 94% strongly agrees or agreed that FCS is a safe place. 6% were neutral Caring Adult Relationships 97% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 84.8% strongly agreed or agreed that there is a strong school connection. 9.5% were neutral 3.5% didn't know or are not on campus. School Safety 91.2% strongly agreed or agreed that FCS is a safe place. 3.3% were	School Safety Maintain a score above 95% Caring Adult Relationships Maintain a score above 90% Parent Survey School Connectedness Improve school connectedness score to 90% School Safety Improve School Safety score to 88%.	dropped by 0.2% (still above 95%) The percent of staff who agree or strongly agree that FCS is a safe place decreased by 4.18% The percent of staff who agree or strongly agree that there are positive adult relationships at FCS increased by 4.3% The percent of parents who agree or strongly agree that there is a strong school connection decreased by 0.5% The percent of parents who agree or strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Caring Adult Relationships 89.3% strongly agreed or agreed that there are positive adult relationships at FCS. 5.3% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 67% strongly agreed or agreed that there is a strong school connection. 28.5% are neutral. School Safety 85.6% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 88% strongly agreed or agreed that there are positive adult	know or are not on campus. Caring Adult Relationships 88.2% strongly agreed or agreed that there are positive adult relationships at FCS. 6.7% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 68% strongly agreed or agreed that there is a strong school connection. 28% are neutral. School Safety 68% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 80% strongly agreed or agreed that there are positive adult	neutral. 3.8% didn't know or are not on campus. Caring Adult Relationships 94.1% strongly agreed or agreed that there are positive adult relationships at FCS. 2.9% were neutral. 2.4% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 76.5% strongly agreed or agreed that there is a strong school connection. 12.5% are neutral. 6.5% didn't know or not on campus. School Safety 86.8% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships	Caring Adult Relationships Improve the caring adult Relationship score to 95%. Student Survey (Grades 9-12) School Connectedness Improve school connectedness score to 80% School Safety Improve School Safety score to 90%. Caring Adult Relationships Improve the caring adult Relationship score to 95%.	that FCS is a safe place increased by 11.9% The percent of parents who agree or strongly agree that there are positive adult relationships at FCS decreased by 4.8% The percent of students (Grades 9-12) who agree or strongly agree that there is a strong school connection increased by 9.5% The percent of students (Grades 9-12) who agree or strongly agree that FCS is a safe place increased by 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		relationships at FCS. 10.7% are neutral.	relationships at FCS. 20% are neutral.	79.2% strongly agreed or agreed that there are positive adult relationships at FCS. 6.5% are neutral. 6.5% didn't know or not on campus	Student Survey (Grades 6-8) School Connectedness Improve school connectedness score to 85%	The percent of students (Grades 9-12) who agree or strongly agree that there are positive adult relationships at FCS decreased by 8.8%
		Student Survey (Grades 6-8) School Connectedness 74% strongly agreed or agreed that there is a strong school connection. 22.5% are neutral.	Student Survey (Grades 6-8) School Connectedness 66% strongly agreed or agreed that there is a strong school connection. 26% are neutral.	Student Survey (Grades 6-8) School Connectedness 73.6% strongly agreed or agreed that there is a strong school connection. 14.9% are neutral. 4.3% don't know	School Safety Improve School Safety score to 95%.	The percent of students (Grades 6-8) who agree or strongly agree that there is a strong school connection decreased by 0.4%
		School Safety 88.7% strongly agreed or agreed that FCS is a safe place.	School Safety 78% strongly agreed or agreed that FCS is a safe place.	School Safety 73.6% strongly agreed or agreed that FCS is a safe place.	Caring Adult Relationships Improve the caring adult relationship score to 95%.	The percent of students (Grades 6-8) who agree or strongly agree that FCS is a safe place decreased by 15.1%
		Caring Adult Relationships 80.5% strongly agreed or agreed that there are positive adult relationships at FCS. 16.6% are neutral.	Caring Adult Relationships 78% strongly agreed or agreed that there are positive adult relationships at FCS. 20% are neutral.	Caring Adult Relationships 70.7% strongly agreed or agreed that there are positive adult relationships at	Student Survey (Grades 3-5) School Connectedness Improve school connectedness score to 85%	The percent of students (Grades 6-8) who agree or strongly agree that there are positive adult relationships
			Student Survey (Grades 3-5)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Survey (Grades 3-5) School Connectedness 78.2% strongly agreed or agreed that there is a strong school connection. 19.2% are neutral. School Safety 93.3% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 77% strongly agreed or agreed that there are positive adult relationships at FCS. 17.4% are neutral. NOTE: 15.6% of our surveyed students do not take any classes on campus. These students may have answered "neutral" for certain questions because they didn't have an on-site	School Connectedness 83% strongly agreed or agreed that there is a strong school connection. 9% are neutral. School Safety 92% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 87% strongly agreed or agreed that there are positive adult relationships at FCS. 12% are neutral. NOTE: 18.6% of our surveyed students do not take any classes on campus. These students may have answered "neutral" for certain questions because they didn't have an on-site experience to reference, which may have	FCS. 16.9% are neutral. Student Survey (Grades 3-5) School Connectedness 90% strongly agreed or agreed that there is a strong school connection. 7.3% are neutral. 2.6% disagreed School Safety 87.3% strongly agreed or agreed that FCS is a safe place. 9.3% were neutral Caring Adult Relationships 88% strongly agreed or agreed that there are positive adult relationships at FCS. 10.6% are neutral. NOTE: 8% of our surveyed students do not take any classes on campus. These	School Safety Improve School Safety score to 95%. Caring Adult Relationships Improve the caring adult relationship score to 90%.	at FCS decreased by 9.8% The percent of students (Grades 3-5) who agree or strongly agree that there is a strong school connection increased by 11.8% The percent of students (Grades 3-5) who agree or strongly agree that FCS is a safe place decreased by 6% The percent of students (Grades 3-5) who agree or strongly agree that there are positive adult relationships at FCS increased by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		experience to reference, which may have negatively impacted some scores.	negatively impacted some scores.	students may have answered "neutral" or don't know not on campus for certain questions because they didn't have an on-site experience to reference, which may have negatively impacted some scores.		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Forest Charter School implemented almost all all planned actions. The only action we did not implement was the Kelvin survey we were trying to use to get quick, ongoing data about student well being. It became too cumbersome a process because we had to get parent approval on all surveys before we could send them to students. We also felt that we were getting a lot of feedback about student mental health through teachers and staff. Our action to improve our mental health support was very successful (2.2 Mental Health). We once again hired a full time mental health counselor in Truckee and maintained out mental health counselors in Nevada City. These counselors not only provided support to students, they also regularly worked with students to provide SEL lessons. Having regular access to mental health counselors allowed us to defuse tense situations and proactively work with students. This proactive work not only built a strong culture, but also helped students know about and feel comfortable accessing this support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 ended up not costing us anything because we received free professional development from the county office.

Action 2.2 came in slightly lower than anticipated because the part time hire we made in Truckee was in a credential program for part of the year, so the salary was lower than projected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 (specifically high school dropout rate and gradation rate) was targeted by action 2.1 (i.e. professional development). This year, we had a small decrease in the high school dropout rate of 1% from the baseline. We had a significant improvement in our graduation rate: The graduation rate increased from the baseline of 72% to 87.8% (an increase of 5.3% from last yer and an increase of 15.8% from our baseline)
The gradation rate for socio-economically disadvantaged students increased from by 12.9% from our baseline to 76.7%
Overall, this action proved to be effective based on the strong graduation rate improvement.

Action 2.2 (specifically our survey results) was targeted by action 2.2 (i.e. mental health counselors and a behavior specialist). Although we saw some small decreases in our local survey results, we still feel the data points to a strong school culture.

Action 2.3 We did not use the Kelvin system to survey mental health needs.

Overall, the actions taken have produced meaningful and encouraging progress toward maintaining a positive school climate.

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

Based on the strong results, are are not planning any changes to our goal, metrics, target outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development that focuses on supporting students social emotional learning/needs.	\$2,500.00	

Action #	Title	Description	Total Funds	Contributing
2.2	Mental Health	a) Maintain two full time mental health counselors in Nevada City and one full time mental health counselor in Truckee to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	\$378,391.00	Yes
2.3	Data Collection	Implement a survey system to determine student and staff well-being, safety, and mental health.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$837,794	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.360%	0.000%	\$0.00	8.360%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Supplemental Academic Support Need: Academic Support Scope:	All actions support academics and struggling students. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Targeted Academic Support Need: Targeted Academic Support Scope: LEA-wide	All actions target students struggling and/or scoring low on local benchmarks. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark assessments
1.3	Action: Academic Materials Need: Academic Supports Scope: LEA-wide	Provides access to technology and the supports it provides to all students. This action is provided LEA-Wide because Forest Charter is a single LEA.	Chromebook checkout data
1.4	Action: Students with Disabilities Need: Extra support for students with disabilities Scope: LEA-wide	Allows us to provide targeted support specifically for students with disabilities.	CAASPP and local benchmark scores
1.5	Action: Data Analysis Need: Tracking and analyzing school data	Allows FCS to analyze student growth as a whole school and for all sub-groups. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
1.6	Action: Benchmark Assessments Need: Track student growth and identify specific students who need support and/or intervention. Scope:	Math and ELA scores are low and we want to improve them. This action is provided LEA-Wide because Forest Charter is a single LEA.	
2.1	Action: Professional Development Need: Students with emotional needs is growing and teachers need training focused on supporting these students. Scope:	Specific training from mental health professionals about serving students with emotional challenges will help teachers support these students more effectively. This action is provided LEA-Wide because Forest Charter is a single LEA.	Improved graduation rate and high school drop out rate
2.2	Action: Mental Health Need: The number of students with emotional needs is growing and teachers need training focused on supporting these students. Scope:	This action allows Forest Charter to provide experts who can support and advise teachers with students needing mental health support. This action is provided LEA-Wide because Forest Charter is a single LEA.	CHKS survey and local survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	Action: Data Collection Need: Student and staff mental health Scope: LEA-wide	This survey system will allow us to regularly check in with students and staff about their mental health This action is provided LEA-Wide because Forest Charter is a single LEA.	Survey results

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	Action: Additional Funds to Support Academics Need: These student groups are scoring low in math and ELA scores as well as in the graduation rate. Scope: Limited to Unduplicated Student Group(s)	Targeted supports and tutoring will specifically address barriers to learning and provide targeted academic support.	Track amount of funds being used, and what barriers were addressed. Improved scores on Local Benchmarks

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable. Forest Charter does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,021,762	837,794	8.360%	0.000%	8.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,899,155.00	\$68,906.00	\$0.00	\$0.00	\$2,968,061.00	\$2,574,346.00	\$393,715.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Academic Support	All	No			All Schools		\$1,755,955.00	\$2,000.00	\$1,757,955.00				\$1,757,955.00	
1	1.2	Targeted Academic Support		Yes	LEA-wide		All Schools		\$325,000.00	\$0.00	\$256,094.00	\$68,906.00			\$325,000.00	
1	1.3	Academic Materials		Yes	LEA-wide		All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
1	1.4	Students with Disabilities		Yes	LEA-wide		All Schools		\$115,000.00	\$0.00	\$115,000.00				\$115,000.00	
1	1.5	Data Analysis					All Schools		\$0.00	\$14,025.00	\$14,025.00				\$14,025.00	
1	1.6	Benchmark Assessments					All Schools		\$0.00	\$28,190.00	\$28,190.00				\$28,190.00	
1	1.7	Additional Funds to Support Academics	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$335,000.00	\$335,000.00				\$335,000.00	
2	2.1	Professional Development					All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.2	Mental Health		Yes	LEA-wide		All Schools		\$378,391.00	\$0.00	\$378,391.00				\$378,391.00	
2	2.3	Data Collection		Yes	LEA-wide		All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,021,762	837,794	8.360%	0.000%	8.360%	\$1,096,485.00	0.000%	10.941 %	Total:	\$1,096,485.00
								LEA-wide Total:	\$761,485.00
								Limited Total:	\$335,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Academic Support				All Schools	\$1,757,955.00	
1	1.2	Targeted Academic Support	Yes	LEA-wide		All Schools	\$256,094.00	
1	1.3	Academic Materials	Yes	LEA-wide		All Schools	\$12,000.00	
1	1.4	Students with Disabilities	Yes	LEA-wide		All Schools	\$115,000.00	
1	1.5	Data Analysis				All Schools	\$14,025.00	
1	1.6	Benchmark Assessments				All Schools	\$28,190.00	
1	1.7	Additional Funds to Support Academics	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$335,000.00	
2	2.1	Professional Development				All Schools	\$2,500.00	
2	2.2	Mental Health	Yes	LEA-wide		All Schools	\$378,391.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Data Collection	Yes	LEA-wide		All Schools	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,816,564.00	\$2,908,087.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental Academic Support		\$1,637,992.00	\$1,715,078
1	1.2	Targeted Academic Support	Yes	\$325,000.00	\$322,865
1	1.3	Academic Materials	Yes	\$15,000.00	\$10,297
1	1.4	Students with Disabilities	Yes	\$85,000.00	\$112,527
1	1.5	Data Analysis	Yes	\$14,025.00	\$14,025.00
1	1.6	Benchmark Assessments	Yes	\$23,525.00	\$28,190
1	1.7	Additional Funds to Support Academics	Yes	\$335,000.00	\$334,808
2	2.1	Professional Development	Yes	\$2,500.00	0
2	2.2	Mental Health	Yes	\$378,522.00	\$370,297
2	2.3	Data Collection	Yes	\$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$802,962	\$1,178,572.00	\$1,193,009.00	(\$14,437.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted Academic Support	Yes	\$325,000.00	\$322,865		
1	1.3	Academic Materials	Yes	\$15,000.00	\$10,297		
1	1.4	Students with Disabilities	Yes	\$85,000.00	\$112,527		
1	1.5	Data Analysis	Yes	\$14,025.00	14,025.00		
1	1.6	Benchmark Assessments	Yes	\$23,525.00	\$28,190		
1	1.7	Additional Funds to Support Academics	Yes	\$335,000.00	\$334,808		
2	2.1	Professional Development	Yes	\$2,500.00	0		
2	2.2	Mental Health	Yes	\$378,522.00	\$370,297		
2	2.3	Data Collection	Yes	\$0.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,610,879	\$802,962	0.000%	8.355%	\$1,193,009.00	0.000%	12.413%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

**CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)**

Section 1: Charter School Identification

CHARTER SCHOOL NAME	Forest Charter School
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE	29-10298-0126219
NPBC NAME	Forest Charter School
NPBC MAILING ADDRESS	470 Searls Ave., Nevada City, CA 95959

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

- (iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.
- (e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.
- (f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
Meshawn Simmons	
REPRESENTATIVE'S POSITION TITLE	
Business Director	
REPRESENTATIVE'S EMAIL	
msimmons@forestcharter.com	
REPRESENTATIVE'S PHONE NUMBER	
(530) 265-4823	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE
	6/5/2026

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20010733	E-Waste:	USED Dell Computer (White) (2001)		ewaste	
20012256	E-Waste:	Imac Desktop (G4 2004)		ewaste	
20013999	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		Ewaste	
20014305	E-Waste:	Dell Optiplex GX280 Desktop (XP, 2005)		Surplused and	
20014417	E-Waste:	Dell Optiplex GX280 (Desktop) (XP 2005)		Ewaste July 2016	
20014877	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)	Ewaste	Ewaste due to	
20014878	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		Ewaste March	
20016696	E-Waste:	E Machine M5312 Laptop Computer (2003)		Ewaste	
20016944	E-Waste:	Dell Inspiron 5100 Laptop (2004)		Ewaste	
20016946	E-Waste:	Dell Inspiron 5100 Laptop (2004)		Ewaste	
20017359	E-Waste:	Dell Inspiron 1150 laptop (XP, 2004)		Ewaste June	
20017451	E-Waste:	Imac Desktop (G3 2004)		Ewaste	
20017453	E-Waste:	Dell Inspiron 1150 laptop (XP, 2004)		Ewaste June	
20017456	E-Waste:	Dell Inspiron 1150 laptop (XP, 2004)		Ewaste March	
20020208	E-Waste:	Dimension 3000 Intel Pentium 4 Desktop (2004)		Ewaste June	
20020308	E-Waste:	Dell Inspiron 5160 Laptop (2004)		Ewaste June	
20020748	E-Waste:	Dell Dimension 3000 Desktop (XP 2004)		Surplused, not	
20020829	E-Waste:	Compaq PC Computer (donation)		Ewaste June 2011	
20021127	E-Waste:	Dell Dimension 3000 Desktop (2005)		Ewaste	
20021226	E-Waste:	Dell OptiPlex GX280 Desktop (XP, 2005)		Surplused and	
20021514	E-Waste:	Dell Dimension 3000 Desktop (2005)		Surplused, not	
20022346	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste July 2013	
20022348	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste June 2011	
20022349	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste July 2013	
20022351	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste June 2011	
20022352	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste June 2011	
20022353	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste June	
20022689	E-Waste:	Dell OptiPlex GX280 Desktop (XP 2005)		Ewaste June 2011	
20023370	E-Waste:	IBook G4 Laptop (G4 2005)		Ewaste July 2012	
20023588	E-Waste:	Dell Inspiron 6000 Dell Laptop (2005)		Ewaste July 2012	
20023673	E-Waste:	HP Pavillion a1200y Desktop (XP, 2006)		Ewaste March	
20023735	E-Waste:	Dell Dimension 1100 Desktop (XP 2006)		Surplused, not	
20023736	E-Waste:	Dell Dimension 1100 Desktop (XP, 2006)		Surplused, not	
20023737	E-Waste:	Dell Dimension 1100 Desktop (XP, 2006)		E-Waste July	
20023739	E-Waste:	Dell Dimension 1100 Desktop (XP. 2006)		Ewaste October	
20024258	E-Waste:	Dell Inspiron 1300 Laptop (2005)		Ewaste June	
20024259	E-Waste:	Dell Inspiron 1300 Laptop (2005)		Ewaste April 2012	
20024699	E-Waste:	IBook G4 Laptop (2006)		Ewaste	
20024700	E-Waste:	IBook G4 Laptop (2006)		Ewaste	
20024701	E-Waste:	IBook G4 Laptop (2006)		Ewaste July 2013	
20024702	E-Waste:	IBook G4 Laptop (2006)		Ewaste June 2011	
20024703	E-Waste:	IBook G4 Laptop (2006) (Spilled orange juice, broken		Ewaste April 2012	
20024704	E-Waste:	IBook G4 Laptop (2006)		Ewaste July 2012	
20024705	E-Waste:	IBook G4 Laptop (2006)		Ewaste July 2012	
20024706	E-Waste:	IBook G4 Laptop (2006)		Ewaste April 2012	
20024707	E-Waste:	IBook G4 Laptop (2006)		Ewaste July 2014	
20024708	E-Waste:	IBook G4 Laptop (2006)		ewaste July 2012	
20024709	E-Waste:	IBook G4 Laptop (2006)		Ewaste	
20024710	E-Waste:	IBook G4 Laptop (2006)		Ewaste July 2015	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20024711	E-Waste:	Book G4 Laptop (2006)		surplused and	
20024712	E-Waste:	Book G4 Laptop (2006)		Ewaste July 2012	
20025074	E-Waste:	Imac Desktop (G4 2006)		Ewaste June 2011	
20025075	E-Waste:	Dell Precision Laptop M65 (2006)		Ewaste June 2011	
20025448	E-Waste:	Dell Precision PWS370 Desktop (2005)		Ewaste	
20025459	E-Waste:	Dell Optiplex GX280 (XP 2005)		Surplused and	
20025481	E-Waste:	Apple Powerbook G4 Laptop (2006)		Ewaste	
20025517	E-Waste:	Apple Powerbook G4 laptop (2004)		Ewaste April 2013	
20025534	E-Waste:	Apple PowerMac G4 Desktop (1999-Donated)		ewaste	
20025623	E-Waste:	Dell Optiplex GX280 Desktop (XP 2005)		Surplused and	
20025674	E-Waste:	Imac Desktop (G4 2006)		Ewaste July 2014	
20025972	E-Waste:	Dell Dimension 3100 Desktop Computer (2006)		Ewaste October	
20026042	E-Waste:	USED ibook Laptop (G3 2001)		Ewaste June	
20026493	E-Waste:	Dell Optiplex GX280 Desktop (XP 2005)		surplused and	
20026497	E-Waste:	Dell Optiplex GX280 Desktop (XP, 2005)		Ewaste July 2013	
20026498	E-Waste:	Dell Optiplex GX280 Desktop (XP, 2005)		Ewaste July 2013	
20026510	E-Waste:	Dell Latitude D820 Dell Laptop (2006, XP)		ewaste July 2014	
20026511	E-Waste:	Dell Latitude D820 Dell Laptop (XP 2006)		ewaste June 2011	
20026512	E-Waste:	Dell Latitude D820 Dell Laptop (2006, XP)		Ewaste July 2012	
20026513	E-Waste:	Dell Latitude D820 Dell Laptop (2006, Vista)		Ewaste July 2015	
20026514	E-Waste:	Dell Latitude D820 Dell Laptop (2006, XP)		Ewaste July 2015	
20026515	E-Waste:	Dell Latitude D820 Laptop (2006, XP)		ewaste July 2014	
20026516	E-Waste:	Dell Latitude D820 Dell Laptop (XP 2006)		Ewaste July 2014	
20026518	E-Waste:	Dell Latitude D820 Laptop (2006, XP)		Ewaste July 2014	
20026519	E-Waste:	Dell Latitude D820 Dell Laptop (2006, XP)		Ewaste July 2014	
20026586	E-Waste:	Dell Optiplex GX280 (XP 2005)		Ewaste July 2012	
20026743	E-Waste:	Dell Latitude D820 Laptop (2007, XP)		Ewaste Sept	
20026993	E-Waste:	Gateway CX210X Touch Screen Laptop (XP, 2007)		ewaste	
20027110	E-Waste:	Dell Dimension C521 Athlon Desktop (XP, 2007)		Ewaste March	
20027132	E-Waste:	Dell Latitude D820 Laptop (2007, XP)		Ewaste	
20027133	E-Waste:	Dell Latitude D820 Laptop (2007, Vista Business)		Ewaste	
20027203	E-Waste:	HP Pavilion Media Center Desktop Computer (2005)		E-waste	
20027216	E-Waste:	HP Compaq nc6320 Laptop (Windows XP, 2007)		Ewaste Jan 2013	
20027217	E-Waste:	HP Compaq nc6320 Laptop (2007)		ewaste	
20027218	E-Waste:	HP Compaq nc6320 Laptop (XP, 2007)		ewaste	
20027219	E-Waste:	HP Compaq nc6320 Laptop (2007)		ewaste Feb 2012	
20027453	E-Waste:	Dell XPS M1210 Laptop (Vista Premium, 2007)		Ewaste March	
20027547	E-Waste:	Dell Latitude D820 Laptop (Vista Premium, 2007)		ewaste	
20027548	E-Waste:	Dell Latitude D820 Laptop (Vista Premium, 2007)		Ewaste Sept 2012	
20027549	E-Waste:	Dell Latitude D820 Laptop (Win XP Pro, 2007)		Ewaste June	
20027550	E-Waste:	Dell XPS M1210 Laptop (XP 2007)		Ewaste June	
20027551	E-Waste:	Dell XPS M1210 Laptop (XP, 2007)		Ewaste June	
20027552	E-Waste:	Dell XPS M1210 Laptop (XP, 2007)		ewaste	
20027553	E-Waste:	Dell XPS M1210 Laptop (XP, 2007)		Ewaste Feb 2012	
20027555	E-Waste:	Dell XPS M1210 Laptop (XP, 2007)		Ewaste July 2014,	
20027556	E-Waste:	Macbook Core 2 Duo Laptop (2007)		ewaste	
20027557	E-Waste:	Macbook Core 2 Duo Laptop (2007)		April 2012	
20027558	E-Waste:	Macbook Core 2 Duo Laptop (Black) (2007)		Ewaste June	
20027561	E-Waste:	Mac Mini Core 2 Duo (2007)		too old to	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20027562	E-Waste:	Mac Mini Core 2 Duo (2007)		too old to	
20027565	E-Waste:	Macbook Core 2 Duo Laptop (2007)		ewaste	
20027566	E-Waste:	Macbook Core 2 Duo Laptop (2007)		April 2012	
20027567	E-Waste:	Macbook Core 2 Duo Laptop (2007)		April 2012	
20027568	E-Waste:	Macbook Core 2 Duo Laptop (2007)		Feb 2012	
20027569	E-Waste:	Macbook Core 2 Duo Laptop (2007)		April 2012	
20027570	E-Waste:	Macbook Core 2 Duo Laptop (2007)		ewaste	
20027571	E-Waste:	Macbook Core 2 Duo Laptop (2007)		Ewaste June	
20027572	E-Waste:	Macbook Core 2 Duo Laptop (2007)		Ewaste June	
20027573	E-Waste:	Macbook Core 2 Duo Laptop (2007)		to e-waste july	
20027574	E-Waste:	Macbook Core 2 Duo Laptop (2007)		too old to	
20029714	E-Waste:	Dell Latitude D531 Laptop (XP 2007)		billed/ paid 5/5/17	
20029757	E-Waste:	Dell Latitude D531 Laptop (XP 2007)		Ewaste July 2015	
20029773	E-Waste:	HP Notebook 90W AC Adapter		E-Waste	
20029788	E-Waste:	Dell Inspiron 1720 Laptop (Vista Basic Ed, 2007)		very slow, too old	
20029790	E-Waste:	Dell Inspiron 531 Desktop (Vista Home Basic x86		too old to repair,	
20029828	E-Waste:	Dell Latitude D531 Laptop (XP 2007)		ewaste	
20029833	E-Waste:	Dell Latitude D531 Laptop (XP 2007)		Ewaste Sept	
20029919	E-Waste:	Dell Latitude D531 Laptop (XP, 2007)		too old to	
20029922	E-Waste:	Dell Latitude D531 Laptop (XP, 2007)		Ewaste June	
20029923	E-Waste:	Dell Latitude D531 Laptop (XP, 2007)		Ewaste Sept	
20029927	E-Waste:	Dell Latitude D531 Laptop (XP, 2007)		Ewaste July 2015	
20030185	E-Waste:	Dell Latitude D531 Laptop XP 2008		Ewaste March	
20030186	E-Waste:	Dell XPS M1330 Laptop (Vista Home Premium 2008)		Ewaste	
20030281	E-Waste:	Macbook Core 2 Duo (2008)		Ewaste	
20030285	E-Waste:	Dell Latitude D531 Laptop (XP 2008)		Ewaste July 2015	
20030491	E-Waste:	HP Pavilion Laptop (XP 2004)		Ewaste	
20030508	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		Ewaste	
20030620	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		to ewaste October	
20030621	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		Ewaste	
20030640	E-Waste:	HP w197 Flat Panel Monitor (2008)			
20030876	E-Waste:	Dell Optiplex 755 Desktop (XP Home 2008)		Ewaste July 2015	
20030975	E-Waste:	Imac Core 2 Duo Desktop (Leopard 2008)		ewaste April	
20030976	E-Waste:	Imac Core 2 Duo Desktop (Leopard 2008)		dead hard drive,	
20030977	E-Waste:	Imac Core 2 Duo Desktop (Leopard 2008)		ewaste 10-13-14	
20030978	E-Waste:	Imac Core 2 Duo Desktop (Leopard 2008)		Ewaste June	
20030979	E-Waste:	Imac Core 2 Duo Desktop (Leopard 2008)	Ewaste	spontaneous	
20031458	E-Waste:	Macbook Pro Laptop (Leopard, 2008)		Ewaste June	
20031906	E-Waste:	Mac Mini (Leopard 2008)		E waste July 2015	
20031907	E-Waste:	Mac Mini (Leopard 2008)		ewaste July 2015	
20031908	E-Waste:	Mac Mini (Leopard 2008)		Ewaste July 2015	
20031909	E-Waste:	Mac Mini (Leopard 2008)		ewaste July 2015	
20031910	E-Waste:	Mac Mini (Leopard 2008)		ewaste July 2015	
20032302	E-Waste:	Dell Latitude D430 Laptop (Vista Business x86, 2008)		Ewaste July 2015	
20033331	E-Waste:	Dell Latitude D830 Laptop (XP 2008)		very slow, too old	
20033521	E-Waste:	Dell Inspiron 1010 laptop (XP, 2009)		ewaste	
20033571	E-Waste:	Dell Latitude E5500 Laptop (XP, 2009)		Ewaste April	
20033865	E-Waste:	Dell Latitude E5500 Laptop (Vista Business, 2009)		Ewaste	
20033894	E-Waste:	Dell Flat Screen Monitor (2009)		ewaste April 2016	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20033898	E-Waste:	Dell Latitude E5500 Laptop (Vista Business, 2009)		Ewaste March	
20033899	E-Waste:	Dell Latitude E5500 Laptop (Vista Business, 2009)		Ewaste July 2015	
20034431	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		kept for spare	
20034432	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		too old to	
20034475	E-Waste:	Dell Inspiron 1010 Laptop (XP, 2009)		Ewaste	
20034517	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste	
20034518	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste	
20034576	E-Waste:	Dell Inspiron 1010 Laptop (XP, 2009)		Ewaste March	
20034577	E-Waste:	Dell Inspiron 1010 Laptop (XP, 2009)		Ewaste recycling	
20034578	E-Waste:	Dell Inspiron 1010 Laptop (XP, 2009)		Ewaste June	
20034616	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste June	
20034618	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste	
20034667	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste June	
20034668	E-Waste:	Dell Inspiron 15 Laptop (Vista Home Basic, 2009)		Ewaste	
20034934	E-Waste:	Macbook Laptop (Snow Leopard, 2010)		ewaste June	
20034978	E-Waste:	Macbook laptop (Snow Leopard, 2010) BROKEN	Ewaste	surplused and	
20034996	E-Waste:	HP Photosmart C4480 All In One Printer		Ewaste	
20034997	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)		Ewaste Oct 22	
20034999	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)			
20035000	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)		ewaste Oct 2016	
20035001	E-Waste:	Dell Latitude E6500 Laptop (2010, Win 7 Pro x86)		won't turn on,	
20035002	E-Waste:	Dell Latitude E6500 Laptop (2010, XP)		motherboard	
20035003	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)		ewaste	
20035004	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)			
20035005	E-Waste:	Dell Optiplex 380 Desktop (2010, XP)		8/27/2018	
20035006	E-Waste:	Dell Professional 19 Inch Flat Screen Monitor		e-Waste 4/4/18	
20035007	E-Waste:	Dell Latitude E6500 Laptop (2010, Windows 7)		Ewaste March	
20035292	E-Waste:	Lexmark Z2420 Wireless Printer		ewaste	
20035293	E-Waste:	Dell Inspiron 1010 Laptop (XP 2010)		Ewaste March	
20036154	E-Waste:	Dell Vostro 1015 Laptop (Windows 7 Pro 2010)		ewaste June 2017	
20036182	E-Waste:	White Macbook 13" (Snow Leopard 2010)		Ewaste	
20036192	E-Waste:	Dell 20" Flatscreen Monitor			
20036206	E-Waste:	Dell Demension 1100 Desktop (XP,2006)		surplused and	
20036258	E-Waste:	Dell Optiplex 780 Desktop (Windows 7 Pro, 2011)		ewaste June 2017	
20036352	E-Waste:	Dell Latitude E6410 (Windows 7 2011)		ewaste due to age	
20036354	E-Waste:	Macbook 13" Laptop (Snow Leopard 2011)		Ewaste	
20036365	E-Waste:	Apple Macbook Pro Laptop 15" (Snow Leopard 2011)		Ewaste April	
20036601	E-Waste:	Dell Latitude E6420 (Windows 7 Pro 2011)		ewaste June 2017	
20036602	E-Waste:	Dell Latitude E6420 (Windows 7 Pro 2011)		ewaste June 2016	
20036790	E-Waste:	Macbook 13" Laptop (2011 Snow Leopard)		ewaste June 2017	
20036791	E-Waste:	Macbook 13" Laptop (2011 Snow Leopard)	Ewaste	bad charging port,	
20036793	E-Waste:	Macbook 13" Laptop (2011 Snow Leopard)		Surplused and	
20037121	E-Waste:	13" Macbook Laptop (Snow Leopard, 2011)		Ewaste	
20037215	E-Waste:	HP Mini 110 Laptop (2011 Windows 7 Starter)		Surplused, not	
20037241	E-Waste:	Imac Desktop Computer (2007 Mac OS 10.4)		ewaste	
20037433	E-Waste:	Dell Vostro 1540 Laptop (Windows 7 Home Premium)			
20037473	E-Waste:	Dell Optiplex 390 Desktop (Windows 7 Home)		ewaste June 2017	
20037474	E-Waste:	Dell Optiplex 390 Desktop (Windows 7 Home)		ewaste June 2017	
20037476	E-Waste:	Dell OptiPlex 390 Desktop Computer (Win 7 Home)		ewaste June 2017	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20037478	E-Waste:	Dell Optiplex 390 Desktop (Windows 7 Home		ewaste June 2017	
20037479	E-Waste:	Dell OptiPlex 390 Desktop Computer (Win 7 Home		ewaste June 2017	
20037482	E-Waste:	Dell Vostro 1540 Laptop (Windows 7 2011)		Ewaste June	
20037945	E-Waste:	Apple Ipad 2 Wi-Fi Only 16GB		ewaste, damaged	
20038008	E-Waste:	Macbook Pro 13" Laptop (OS 10.10 Yosemite, 2012)		ewaste June 2017	
20038010	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)			
20038012	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)		ewaste due to age	
20038013	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)		ewaste June 2017	
20038015	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)		EWASTE	
20038016	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)		ewaste June 2017	
20038017	E-Waste:	Dell Vostro V1440 Laptop (Windows 7 x64 2012)		ewaste June 2017	
20038019	E-Waste:	Dell Vostro 260 Desktop (Windows 7 x64 2012)		ewaste June 2017	
20038020	E-Waste:	Dell Vostro 260 Desktop (Windows 7 x64 2012)		ewaste June 2017	
20038021	E-Waste:	Dell Vostro 260 Desktop (Windows 7 x64 2012)		ewaste June 2017	
20038022	E-Waste:	Dell Vostro 260 Desktop (Windows 7 x64 2012)		E Waste	
20038060	E-Waste:	Macbook Core 2 Duo Laptop (2007)		Ewaste	
20038933	E-Waste:	Dell OptiPlex 390 Desktop Computer (Win 7 Home	At Searls Ave	Ok for checkout	
20038975	E-Waste:	Dell Vostro V270 Desktop (Windows 7 Pro X64 2013)		E Waste	
20039008	E-Waste:	Dell E5430 Laptop (Win 7 Pro x64, 2013)		does not boot up-	
20039009	E-Waste:	Dell E5430 Laptop (Win 7 Pro x64, 2013)			
20040294	E-Waste:	Macbook Pro 13" Laptop (Mac OS 10.9 Mavericks,		Accidental	
20040296	E-Waste:	Macbook Pro 13" Laptop (Mac OS 10.9 Mavericks,			
20040321	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040322	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040323	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040324	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040325	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040326	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040327	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040328	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040329	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040330	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040331	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040332	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040333	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040334	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040335	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040336	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040337	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040338	E-Waste:	HP Pro 6305 Desktop Computer (Windows 8, 2014)		E-Waste 6/19/19	
20040374	E-Waste:	HP 250 Laptop Computer (Windows 8, 2014)		Truckee LC-	
20040399	E-Waste:	HP 250 Laptop Computer (Windows 8, 2014)			
20040400	E-Waste:	HP 250 Laptop Computer (Windows 8, 2014)	At Searls Ave.		
20041554	E-Waste:	Dell Inspiron 15R 15.6 Laptop N2830 (Windows 8.1,		ewaste	
20041649	E-Waste:	Dell Inspiron 15R 15.6 Inch Laptop (Windows 8.1 x64			
20041650	E-Waste:	Acer C720 Chromebook Laptop (Chrome OS 2014)		Ewaste April	
20042815	E-Waste:	Dell Latitude E5540 Laptop (Windows 7 Pro x64,			
20042823	E-Waste:	Dell Latitude E5540 Laptop (Windows 7 Pro x64,			
20043403	E-Waste:	HP 11 Chromebook (2015)	returned to vendor	cracked screen,	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20043404	E-Waste:	HP 11 Chromebook (2015)		replaced-won't	
20043408	E-Waste:	HP 11 Chromebook (2015)		replaced- won't	
20043409	E-Waste:	HP 11 Chromebook (2015)	replaced by.CDI-		
20043411	E-Waste:	HP 11 Chromebook (2015)		returned to	
20043419	E-Waste:	HP 11 Chromebook (2015)		replaced- won't	
20043428	E-Waste:	HP 11 Chromebook (2015)	replaced by CDI-		
20043441	E-Waste:	HP 11 Chromebook (2015)	returned to vendor	cracked screen,	
20043452	E-Waste:	HP 11 Chromebook (2015)		replaced-shuts	
20043455	E-Waste:	HP 11 Chromebook (2015)	replaced by CDI-		
20044599	E-Waste:	Dell Inspiron 15 3000 series 15.6" Laptop (Windows			
20045358	E-Waste:	HP Chromebook 11 (2015)		returned to	
20045429	E-Waste:	Macbook Pro Laptop (OS 10.11 El Capitan, 2016)	ewaste		
20045451	E-Waste:	HP 11 Chromebook (2016)		returned to	
20045962	E-Waste:	Lenovo N21 Chromebook (2016)			
20048000	E-Waste:	Lenovo N22 Chromebook (2017)			
20049446	E-Waste:	HP ProBook 470 G4 i7 /windows 10			
20057255	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057271	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057289	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	Ewaste	
20057314	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	Ewaste	
20057346	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057360	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	Ewaste	
20057381	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	Ewaste	
20057396	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057439	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057451	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057462	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057464	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057465	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057485	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057506	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057512	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057515	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057565	E-Waste:	HP Chromebook 11 G8 11.6"			
20057574	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057590	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057599	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057603	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	Ewaste	
20057635	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057641	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057657	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057660	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057698	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057721	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057740	E-Waste:	HP Chromebook 11 G8 11.6"	Ewaste	ewaste	
20057752	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057765	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste		
20057767	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20057774	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20061720	E-Waste:	HP Chromebook 11 GB 11.6	ewaste	ewaste	
20061851	E-Waste:	HP Chromebook 11 GB 11.6	ewaste	ewaste	
20062140	E-Waste:	HP Chromebook 11 G8	ewaste	ewaste	
20064582	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20064592	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20065812	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20067281	E-Waste:	HP Chromebook 11 G8	Ewaste	Ewaste	
20067336	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20067337	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20067412	E-Waste:	HP Chromebook 11 G8 11.6"	ewaste	ewaste	
20067895	E-Waste:	HP Chromebook 11.6" G8	ewaste	ewaste	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20057268	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057308	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057309	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057359	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057361	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057383	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057391	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057432	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057453	Disabled	HP Chromebook 11 G8 11.6"			
20057466	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057493	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057501	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057508	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057553	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057566	Disabled	HP Chromebook 11 G8 11.6"	disabled	disabled	
20057570	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057572	Disabled	HP Chromebook 11 G8 11.6"	disabled	disabled	
20057575	Disabled	HP Chromebook 11 G8 11.6"	disabled	disabled	
20057613	Disabled	HP Chromebook 11 G8 11.6"	disabled	disabled	
20057615	Disabled	HP Chromebook 11 G8 11.6"	disabled	disabled	
20057628	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057682	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057688	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057700	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057701	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057703	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057709	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057719	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20057773	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	
20062136	Disabled	HP Chromebook 11 G8	Disabled	Disabled	
20062555	Disabled	HP Chromebook 11 GB	Disabled	Disabled	
20065802	Disabled	HP Chromebook 11 G8 11.6"	Disabled	Disabled	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20011117	Textbook	English composition 2nd Ed	Discard 2/2/2026		
20013396	Textbook	Pacemaker World Geography and Cultures	Discard 2/2/2026		
20013600	Textbook RL	AGS Health TE	Discard 2/2/2026		
20014980	Textbook RL	Pacemaker U.S. History	Discard 2/2/2026		
20014990	Textbook RL	Pacemaker American Government/RL	Discard 2/2/2026		
20016165	Textbook RL	United States Government AGS	Discard 2/2/2026		
20016238	Textbook RL	Literature Purple Level	Discard 2/2/2026		
20016256	Textbook RL	Fearon's practical english 2nd Ed	Discard 2/2/2026		
20016376	Textbook	Globe F World Geography and Culture (3)	Discard 2/2/2026		
20016817	Textbook RL	AGS Mathematics Pathways	Discard 2/2/2026		
20017199	Instructional	America's History /Land of Liberty Teacher's	Discard 2/2/2026		
20017299	Textbook RL	Pacemaker/ American Literature	Discard 2/2/2026		
20017467	Textbook	AGS Exploring Literature	Discard 2/2/2026		
20018812	Textbook RL	Fearon's World Geography & Cultures	Discard 2/2/2026		
20018818	Textbook RL	AGS Life Skills Health	Discard 2/2/2026		
20019234	Textbook RL	AGS United States Government	Discard 2/2/2026		
20019239	Textbook RL	AGS American Literature	Discard 2/2/2026		
20019246	Textbook RL	AGS United States Government	Discard 2/2/2026		
20020038	Textbook RL	AGS Exploring Literature	Discard 2/2/2026		
20020269	Textbook RL	AGS Life Skills Health TE	Discard 2/2/2026		
20020271	Textbook	AGS Life Skills Health	Discard 2/2/2026		
20020843	Textbook	AGS Life Skills Health	Discard 2/2/2026		
20020867	Textbook RL	AGS Economics	Discard 2/2/2026		
20020871	Software RL	AGS Physical Science Skill Track software	Discard 2/2/2026		
20020952	Textbook RL	AGS American Literature	Discard 2/2/2026		
20021007	Textbook	AGS Exploring Literature	Discard 2/2/2026		
20021014	Textbook RL	AGS English for the World of Work	Discard 2/2/2026		
20021022	Book RL	AGS Everyday Life skills	Discard 2/2/2026		
20021363	Textbook RL	AGS Economics TE	Discard 2/2/2026		
20021486	Textbook RL	American Literature/Pacemaker	Discard 2/2/2026		
20021573	Textbook	Pacemaker World History	Discard 2/2/2026		
20021655	Textbook	AGS Economics	Discard 2/2/2026		
20021657	Textbook	AGS Exploring Literature	Discard 2/2/2026		
20021779	Textbook	AGS Life Skills Health TE	Discard 2/2/2026		
20021780	Textbook	AGS Life Skills Health	Discard 2/2/2026		
20021786	Textbook	AGS Life Skills Health	Discard 2/2/2026		
20022251	Textbook RL	Pacemaker Health	Discard 2/2/2026		
20022961	Textbook	English For The World Of Work	Discard 2/2/2026		
20022963	Textbook RL	Fearon's United States History 2nd Ed	Discard 2/2/2026		
20023734	Textbook RL	AGS Economics	Discard 2/2/2026		
20024728	Textbook	Globe Fearon Literature Silver Level	Discard 2/2/2026		
20026623	Textbook RL	Globe Fearon World History Prehistoric Times to the	Discard 2/2/2026		
20026829	Textbook RL	The Student's Anthology	Discard 2/2/2026		
20027404	Textbook RL	Algebra 2 TE AGS	Discard 2/2/2026		
20028125	Textbook	AGS Basic English Grammar 2003	Discard 2/2/2026		
20030031	Textbook	AGS American Literature	Discard 2/2/2026		
20030497	Textbook	AGS Exploring Literature TE	Discard 2/2/2026		
20030542	Textbook	AGS Exploring Literature	Discard 2/2/2026		
20032450	Textbook RL	Fearon's American Literature	Discard 2/2/2026		

Asset ID `	Category	Item	AssignedST	AssignedStudent	Date
20032833	Textbook RL	AGS Economics TE	Discard 2/2/2026		
20033060	Textbook	AGS United States History TE	Discard 2/2/2026		
20033912	Textbook RL	AGS American Littrature	Discard 2/2/2026		
20034003	Textbook RL	AGS English for the World of Work (2003)	Discard 2/2/2026		
20034334	Textbook RL	AGS Life Skills Health TE (1999)	Discard 2/2/2026		
20035386	Textbook	Globe Fearon Literature Purple Level (2001)	Discard 2/2/2026		
20035440	Textbook RL	AGS History Of Our Nation Beginnings to 1920	Discard 2/2/2026		
20036391	Textbook	AGS Life Skills Health TE (2007)	Discard 2/2/2026		
20036699	Textbook	Globe Fearon Literature Green Level (2001)	Discard 2/2/2026		
20037324	Textbook	Pacemaker World Geography and Cultures (2002)	Discard 2/2/2026		
20041888	Textbook	Pacemaker Economics 3rd Edition	Discard 2/2/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20010823	Textbook	AGS General Science	Discard 2/6/2026		
20011116	Textbook	skills for Independent Living	Discard 2/6/2026		
20011763	Textbook	AGS United States History	Discard 2/6/2026		
20012520	Textbook RL	Biology/RL	Discard 2/6/2026		
20012581	Textbook	AGS United States History	Discard 2/6/2026		
20013602	Textbook RL	AGS pre Algebra TE	Discard 2/6/2026		
20013699	Textbook RL	Exploring Literature Teacher's Ed.	Discard 2/6/2026		
20014599	Textbook RL	AGS Exploring Literature	Discard 2/6/2026		
20014694	Textbook RL	Consumer Mathematics	Discard 2/6/2026		
20014749	Textbook RL	U.S. History AGS	Discard 2/6/2026		
20014751	Book RL	General Science/1 of 2	Discard 2/6/2026		
20014974	Textbook RL	Pacemaker Basic Math	Discard 2/6/2026		
20014994	Textbook RL	Pacemaker General Science -TE	Discard 2/6/2026		
20014995	Textbook RL	Pacemaker Practical Math For Consumers/RL	Discard 2/6/2026		
20015136	Textbook	AGS Consumer Math TE/RL	Discard 2/6/2026		
20016257	Textbook RL	Fearon's Health 2nd Ed	Discard 2/6/2026		
20016417	Textbook RL	AGS Biology	Discard 2/6/2026		
20016482	Textbook RL	AGS Consumer Math, Stud. Text	Discard 2/6/2026		
20016484	Textbook	AGS Consumer Math, Stud. Text	Discard 2/6/2026		
20016485	Textbook RL	AGS Consumer Math, Stud. Text	Discard 2/6/2026		
20016755	Textbook RL	US History AGS	Discard 2/6/2026		
20016824	Textbook RL	AGS Physical Science TE	Discard 2/6/2026		
20016865	Textbook RL	Pacemaker Basic Mathematics/3rd Ed	Discard 2/6/2026		
20016890	Book RL	AGS General Science	Discard 2/6/2026		
20017023	Textbook RL	Pacemaker Skills fo Independent Living	Discard 2/6/2026		
20017271	Textbook RL	AGS Biology/TE	Discard 2/6/2026		
20017278	Textbook	AGS Biology	Discard 2/6/2026		
20017466	Textbook RL	AGS Mathematics Pathways	Discard 2/6/2026		
20018799	Textbook RL	AGS Consumer Math	Discard 2/6/2026		
20018800	Textbook RL	AGS Consumer Math	Discard 2/6/2026		
20019081	Textbook RL	AGS World Geography/TE	Discard 2/6/2026		
20019082	Textbook RL	AGS World Geography /TE	Discard 2/6/2026		
20019083	Textbook	AGS World Geography	Discard 2/6/2026		
20019235	Textbook RL	AGS United States History	Discard 2/6/2026		
20019363	Textbook RL	AGS Earth Science	Discard 2/6/2026		
20019623	Textbook RL	World Geography/AGS	Discard 2/6/2026		
20019629	Book RL	Biology/AGS TE	Discard 2/6/2026		
20019631	Textbook RL	United States History/AGS	Discard 2/6/2026		
20019748	Textbook RL	United States History	Discard 2/6/2026		
20019842	Textbook RL	AGS United States History	Discard 2/6/2026		
20019944	Textbook RL	AGS World Geography TE	Discard 2/6/2026		
20020276	Textbook RL	AGS Earth Science	Discard 2/6/2026		
20020297	Textbook RL	AGS American Literature	Discard 2/6/2026		
20020303	Textbook	AGS Consumer Mathematics (2003)	Discard 2/6/2026		
20020311	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20020340	Textbook	AGS United States History PE	Discard 2/6/2026		
20020405	Textbook	Globe Fearon Literature - green level	Discard 2/6/2026		
20020562	Textbook RL	AGS Consumer Mathematics	Discard 2/6/2026		
20020583	Textbook RL	AGS Physical Science	Discard 2/6/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20020585	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20020586	Textbook RL	AGS Physical Science TE	Discard 2/6/2026		
20020824	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20020853	Textbook RL	AGS United States History	Discard 2/6/2026		
20020904	Textbook RL	AGS United States History	Discard 2/6/2026		
20020933	Textbook RL	AGS United States History	Discard 2/6/2026		
20021011	Textbook RL	AGS World Geography/TE	Discard 2/6/2026		
20021016	Textbook RL	AGS English for the World of Work/TE	Discard 2/6/2026		
20021070	Textbook RL	AGS United States History	Discard 2/6/2026		
20021278	Textbook RL	Globe Fearon Literature TE	Discard 2/6/2026		
20021519	Textbook RL	AGS Consumer Mathematics	Discard 2/6/2026		
20021653	Textbook RL	AGS United States History	Discard 2/6/2026		
20021656	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20021697	Textbook RL	Consumer Mathematics	Discard 2/6/2026		
20021721	Textbook	AGS World Geography TE	Discard 2/6/2026		
20021722	Textbook RL	AGS Consumer mathematics TE	Discard 2/6/2026		
20021724	Textbook RL	AGS Biology	Discard 2/6/2026		
20021727	Textbook RL	AGS United States History	Discard 2/6/2026		
20021732	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20021734	Textbook RL	AGS Physical Science TE	Discard 2/6/2026		
20022057	Textbook RL	AGS Pre Algebra TE	Discard 2/6/2026		
20022556	Textbook RL	AGS General Science	Discard 2/6/2026		
20022941	Textbook	AGS World History TE	Discard 2/6/2026		
20023240	Textbook RL	General Science TE Third Edition	Discard 2/6/2026		
20023730	Textbook RL	Consumer Mathematics AGS	Discard 2/6/2026		
20024272	Textbook RL	Globe Fearon Literature Silver level TE	Discard 2/6/2026		
20024453	Textbook	AGS World History TE	Discard 2/6/2026		
20025317	Textbook RL	AGS General Science	Discard 2/6/2026		
20025318	Textbook	General Science TE	Discard 2/6/2026		
20025369	Textbook RL	AGS Earth Science	Discard 2/6/2026		
20026085	Textbook	AGS United States History TE	Discard 2/6/2026		
20027341	Textbook	Globe Fearon Literature Green Level TE	Discard 2/6/2026		
20027345	Software	AGS Physical Science Teacher Resource Library 1	Discard 2/6/2026		
20027977	Textbook RL	AGS Biology	Discard 2/6/2026		
20028090	Textbook	Pearson Environmental Science 2007 (AGS)	Discard 2/6/2026		
20028097	Textbook RL	Pearson Environmental Science 2007 (AGS)	Discard 2/6/2026		
20029413	Textbook RL	AGS Biology	Discard 2/6/2026		
20029759	Textbook RL	AGS Biology: Cycles of Life TE	Discard 2/6/2026		
20029909	Textbook RL	Pacemaker Basic Mathematics 3rd Ed.	Discard 2/6/2026		
20029988	Textbook RL	AGS Consumer Mathematics	Discard 2/6/2026		
20030499	Textbook	AGS Consumer Mathematics	Discard 2/6/2026		
20030539	Textbook	AGS Earth Science	Discard 2/6/2026		
20030624	Textbook RL	AGS General Science	Discard 2/6/2026		
20030796	Textbook	Pacemaker English Composition	Discard 2/6/2026		
20030800	Textbook	AGS World History TE	Discard 2/6/2026		
20030913	Textbook RL	Pacemaker Skills for Independent Living	Discard 2/6/2026		
20032708	Textbook RL	Globe Fearon's Skills for Independent Living	Discard 2/6/2026		
20033434	Textbook RL	AGS Biology (2004)	Discard 2/6/2026		
20033435	Textbook RL	AGS Biology TE (2004)	Discard 2/6/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20034335	Textbook RL	Pacemaker Practical Mathematics for Consumers TE	Discard 2/6/2026		
20034613	Textbook	AGS General Science (2004)	Discard 2/6/2026		
20035434	Textbook RL	AGS General Science (2001)	Discard 2/6/2026		
20036842	Textbook/Block	Pearson Environmental Science (2007)	Discard 2/6/2026		
20036850	Textbook	Pearson Environmental Science (2007)	Discard 2/6/2026		
20037693	Textbook RL	AGS Physical Science	Discard 2/6/2026		
20038773	Textbook	AGS World History (2001)	Discard 2/6/2026		
20050769	Book	AGS World Geography	Discard 2/6/2026		
20050771	Textbook	AGS United States History TE	Discard 2/6/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date Check Out	PO Price	Subject
20022312	Book RL	Performing Arts Major's College Guide	Discard 2/11/2026				
20022422	Book RL	The Fiske Guide To Getting Into the Right College	Discard 2/11/2026				
20022423	Book RL	Rugg's Recommendations On The Colleges 22nd	Discard 2/11/2026		8/26/2005		
20023227	Book	College in Canada	Discard 2/11/2026				
20023229	Book	Guide to Studying Abroad	Discard 2/11/2026		10/14/2005		
20023231	Book	Cool Colleges	Discard 2/11/2026		10/14/2005		
20023265	Book RL	Don't Miss Out	Discard 2/11/2026				
20023266	Book RL	The A's and B's of Academic Scholarships	Discard 2/11/2026				
20023267	Book RL	Loans and Grants	Discard 2/11/2026				
20023268	Book RL	Majoring In Success	Discard 2/11/2026				
20023269	Book RL	Financial Aid Officers	Discard 2/11/2026				
20023270	Book RL	Behind The Scenes	Discard 2/11/2026				
20023271	Book RL	Do-It Write	Discard 2/11/2026				
20023272	Book RL	College Match	Discard 2/11/2026				
20023273	Book RL	Campus Pursuit	Discard 2/11/2026				
20023274	Book RL	College .EDU	Discard 2/11/2026				
20023275	Book RL	Campus Daze	Discard 2/11/2026				
20023276	Book	I Am Somebody	Discard 2/11/2026				
20023277	Book RL	Financial Aid Financer	Discard 2/11/2026				
20023278	Book RL	Campus Opportunities	Discard 2/11/2026				
20023279	Book RL	The Winning Edge	Discard 2/11/2026				
20023280	Book RL	Great Colleges	Discard 2/11/2026				
20023281	Book RL	College Savings Rx	Discard 2/11/2026				
20023282	Book RL	College Majors That Work	Discard 2/11/2026				
20035374	Book RL	The K&W Guide to Colleges for Students with	Discard 2/11/2026		5/11/2010	19.77	
20044494	Book	College Abroad	Discard 2/11/2026		9/25/2015	19.95	

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20010288	Textbook	Choices in Literature	Discard 4/20/2026		
20010294	Textbook	This We Wish	Discard 4/20/2026		
20010300	Textbook	Prentice Hall Literature Bronze	Discard 4/20/2026		
20010332	Book RL	Line by Line English through Grammar Stories RL	Discard 4/20/2026		
20010350	Book Nonfiction	Even If You Can't Carry a Tune	Discard 4/20/2026		
20010653	Instructional	Addison-Wesley Science	Discard 4/20/2026		
20011764	Textbook	Houghton-Mifflin Reading 2: Adventures	Discard 4/20/2026		
20011977	Book RL	McGuffey's Eclectic Spelling Book	Discard 4/20/2026		
20012368	Book RL	Collections for Young Scholars-Book 1-RL	Discard 4/20/2026		
20012373	Book RL	Collections for Young Scholars-Book 2-RL	Discard 4/20/2026		
20012374	Book RL	Collections for Young Scholars-Book 2-RL	Discard 4/20/2026		
20012377	Book RL	Collections for Young Scholars-Book 1-RL	Discard 4/20/2026		
20012575	Book RL	Scholastic Guides-Checking Your Grammar	Discard 4/20/2026		
20012716	Textbook	Literature-silver Prentice Hall	Discard 4/20/2026		
20014140	Textbook	Globe Fearon Life Science	Discard 4/20/2026		
20014222	Textbook	Prentice Hall Timeless Voices, Timeless Themes	Discard 4/20/2026		
20014225	Textbook RL	The Language of Literature 7th Grade	Discard 4/20/2026		
20015499	Textbook RL	Houghton Mifflin English	Discard 4/20/2026		
20015666	Textbook RL	Prentice Hall Literature Bronze	Discard 4/20/2026		
20015691	Book RL	If You're Trying To Teach kid's How To Write	Discard 4/20/2026		
20016275	Instructional	Communication and Interpersonal Relationships	Discard 4/20/2026		
20016280	Book RL	Writing Strands/Evaluating Writing	Discard 4/20/2026		
20016307	Textbook	PH Literature Copper	Discard 4/20/2026		
20016325	Textbook RL	Holt Literature and Language Arts, First Course	Discard 4/20/2026		
20016346	Book RL	Holt Handbook First Course	Discard 4/20/2026		
20016518	Textbook	PH Literature Silver	Discard 4/20/2026		
20016519	Textbook RL	PH Literature Silver	Discard 4/20/2026		
20016525	Textbook	Holt Elements of Literature First Course	Discard 4/20/2026		
20016526	Textbook	Holt Elements of Literature First Course	Discard 4/20/2026		
20016527	Textbook RL	Holt Elements of Literature First Course	Discard 4/20/2026		
20016529	Textbook	Holt Elements of Literature Second Course	Discard 4/20/2026		
20016530	Textbook	Holt Elements of Literature Second Course	Discard 4/20/2026		
20016542	Textbook	HM America Will Be	Discard 4/20/2026		
20016558	Book	HM To See A World	Discard 4/20/2026		
20016757	Textbook RL	Discovery Works Grade 2	Discard 4/20/2026		
20016759	Textbook	Discovery Works Grade 1	Discard 4/20/2026		
20017549	Book RL	Teaching Kids to Spell	Discard 4/20/2026		
20017591	Book RL	Glencoe Science Voyages (Physical Science)	Discard 4/20/2026		
20018875	Textbook	SF 7th Grade Literature	Discard 4/20/2026		
20019253	Instructional	Discovery Works/Reading Support Book/Grd 2	Discard 4/20/2026		
20019293	Textbook RL	Houghton Mifflin Science/ Discovery Works/lv 1	Discard 4/20/2026		
20019294	Textbook	Houghton Mifflin Science/ Discovery Works/lv 1	Discard 4/20/2026		
20019295	Textbook	Houghton Mifflin Science/ Discovery Works/lv 2	Discard 4/20/2026		
20019297	Textbook	Houghton Mifflin Science/ Discovery Works/lv 2	Discard 4/20/2026		
20019300	Textbook	Houghton Mifflin Science/ Discovery Works/lv 2	Discard 4/20/2026		
20019365	Book RL	Reading Strands/Understanding Fiction	Discard 4/20/2026		
20019366	Book RL	Writing Strands/Evaluating Writing	Discard 4/20/2026		
20019512	Textbook RL	Life Science/Holt Science & Technology	Discard 4/20/2026		
20019966	Textbook RL	Literature/Prentice Hall - Silver Level	Discard 4/20/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20020120	Textbook	Science Plus Level Red/Holt, Rinehard and Winston	Discard 4/20/2026		
20020415	Instructional	Writing Strands - Creating Fiction	Discard 4/20/2026		
20020581	Textbook	Grammar and Composition Handbook - grade	Discard 4/20/2026		
20021190	Textbook RL	Reading - Grade 6/Houghton Mifflin-Triumphs	Discard 4/20/2026		
20021222	Textbook RL	Calvert School 3rd Grd - Houghton Mifflin Reading/	Discard 4/20/2026		
20021260	Textbook	Holt Handbook/Grammar, Usage, Mechanics,	Discard 4/20/2026		
20021471	Instructional	Writing Strands Evaluating Writing	Discard 4/20/2026		
20022361	Textbook	Prentice Hall Literature Silver Level	Discard 4/20/2026		
20022374	Textbook RL	The Language of Literature /Grd 8 Mc Dougal Littel	Discard 4/20/2026		
20022430	Textbook RL	America Will Be	Discard 4/20/2026		
20022589	Textbook	Glencoe Science Voyages Calif.Ed Physical Science	Discard 4/20/2026		
20022592	Textbook RL	Glencoe Science Voyages Calif.Ed Physical Science	Discard 4/20/2026		
20022594	Textbook	Glencoe Science Voyages Calif.Ed Physical Science	Discard 4/20/2026		
20022696	Textbook	A Message of Ancient Days Houghton Mifflin	Discard 4/20/2026		
20022727	Textbook	Language Arts 5th Grade MacMillan McGraw-Hill	Discard 4/20/2026		
20023342	Textbook RL	Literature Bronze	Discard 4/20/2026		
20023417	Textbook RL	Houghton Mifflin English Level 3	Discard 4/20/2026		
20024331	Textbook RL	Silver Burdett Ginn Social Studies Communities	Discard 4/20/2026		
20024556	Textbook RL	Glencoe Literature Course 4	Discard 4/20/2026		
20024754	Textbook	Glencoe Science Voyages Physical Science	Discard 4/20/2026		
20024761	Textbook RL	Glencoe Science Voyages Life Science	Discard 4/20/2026		
20025240	Textbook	McDougal-Littel World History: Medieval and Modern	Discard 4/20/2026		
20025272	Book RL	Great Books Series 4 Book 1 Anthology	Discard 4/20/2026		
20025366	Textbook	Prentice Hall Literature Copper	Discard 4/20/2026		
20025810	Textbook RL	Houghton Mifflin English Level 3	Discard 4/20/2026		
20025872	Textbook	A Message of Ancient Days revised 2003 Ed	Discard 4/20/2026		
20025899	Instructional	Writing Strands Writing Exposition	Discard 4/20/2026		
20026077	Book Fiction	Junior Great Books Series 4 Bk 1	Discard 4/20/2026		
20026861	Textbook	Glencoe Course 3 Literature	Discard 4/20/2026		
20028164	Textbook	English At Your Command Encore Edition	Discard 4/20/2026		
20028602	Textbook RL	Macmillan CA Grd 6 Earth Science (2008)	Discard 4/20/2026		
20028793	Textbook RL	Voyages In English Writing and Grammar Grd 8	Discard 4/20/2026		
20029115	Textbook RL	Holt Science & Tecnology Physical Science (2007)	Discard 4/20/2026		
20029121	Textbook RL	Houghton Mifflin English 6	Discard 4/20/2026		
20030012	Textbook RL	Lectura Grade 6	Discard 4/20/2026		
20030101	Book RL	Any Child Can Write Revised Ed. (1990)	Discard 4/20/2026		
20033444	Textbook	McGraw Hill Science Grade 2 (2000)	Discard 4/20/2026		
20033658	Textbook	Houghton Mifflin Reading: Rewards	Discard 4/20/2026		
20033661	Textbook	Houghton Mifflin Reading: Wonders	Discard 4/20/2026		
20033707	Textbook RL	Holt Handbook Second Course (2003)	Discard 4/20/2026		
20033963	Book RL	Nonfiction Craft Lessons: Teaching Information	Discard 4/20/2026		
20033988	Textbook RL	Prentice Hall Literature: Copper (1996)	Discard 4/20/2026		
20034286	Textbook RL	Glencoe Earth Science (1997)	Discard 4/20/2026		
20035336	Textbook	Junior Great Books Series 3: Book One	Discard 4/20/2026		
20035433	Textbook RL	Glencoe The Reader's Choice: Course 2 CA Ed	Discard 4/20/2026		
20035436	Textbook RL	McMillan/McGraw-Hill Spotlight On Literature Silver	Discard 4/20/2026		
20035571	Textbook	Glencoe Science Level Red 2003	Discard 4/20/2026		
20035843	Textbook	Across The Centuries 21st Century Edition	Discard 4/20/2026		
20035848	Textbook	Across The Centuries 21st Century Edition	Discard 4/20/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20036136	Book	Inside Language, Literacy, and Content Level D	Discard 4/20/2026		
20036137	Book	Inside Language, Literacy, and Content Level C	Discard 4/20/2026		
20036183	Textbook	Inside Language, Literacy, and Content Level E	Discard 4/20/2026		
20036452	Textbook RL	Houghton Mifflin Reading Calif. 3.1 Rewards	Discard 4/20/2026		
20036706	Book	Junior Great Books Series 2: Friendship	Discard 4/20/2026		
20036709	Book RL	Junior Great Books Series 2 Teacher's Edition	Discard 4/20/2026		
20036954	Textbook	Spelling Connections Grade 2	Discard 4/20/2026		
20036983	Textbook/Block	Holt Science and Technology Life Science Calif.	Discard 4/20/2026		
20036988	Textbook	Holt Science and Technology Life Science Calif.	Discard 4/20/2026		
20037448	Book	Junior Great Books Series 3: Book One	Discard 4/20/2026		
20037451	Book	Junior Great Books Series 4: Book Two	Discard 4/20/2026		
20037452	Book Fiction	Junior Great Books Series 3: Book One	Discard 4/20/2026		
20037453	Book	Junior Great Books Series 4: Book One	Discard 4/20/2026		
20038124	Textbook	From Sea to Shining Sea Houghton Mifflin Social	Discard 4/20/2026		
20038183	Textbook RL	Holt Handbook 2nd Course	Discard 4/20/2026		
20038187	Textbook	Houghton Mifflin English Level 4	Discard 4/20/2026		
20039597	Instructional	Junior Great Books Series 3 Bk 1 Leader's Edition	Discard 4/20/2026		
20039598	Instructional	Junior Great Books Series 3 Bk 2 Leader's Edition	Discard 4/20/2026		
20040280	Textbook	Houghton Mifflin Reading 1.4 Treasures	Discard 4/20/2026		
20040281	Textbook	Houghton Mifflin Science Discovery Works Grd 1	Discard 4/20/2026		
20040572	Book	Junior Great Books Series 4 Bk 2	Discard 4/20/2026		
20040573	Book Fiction	Junior Great Books Series 4 Bk 2	Discard 4/20/2026		
20040575	Book Nonfiction	Junior Great Books Series 4 Bk 2 Leader's Edition	Discard 4/20/2026		
20040576	Book	Junior Great Books Series 4 Bk 1 Leader's Edition	Discard 4/20/2026		
20040577	Book	Junior Great Books Series 4 Bk 1 Leader's Edition	Discard 4/20/2026		
20041224	Textbook	Glencoe Literature Reading with Purpose Course 3	Discard 4/20/2026		
20041266	Textbook	Houghton Mifflin Reading Surprises 1.3	Discard 4/20/2026		
20041335	Textbook	Scott Foresman Reading Street	Discard 4/20/2026		
20041416		Writing Strands 1 w/ 1 CD	Discard 4/20/2026		
20041489	Book	Treasures 1.1 Macmillan/McGraw-Hill 2007	Discard 4/20/2026		
20042026	Book	Junior Great Books Series 4 (Book One Student	Discard 4/20/2026		
20042027	Book	Junior Great Books Series 4 (Book Two Student	Discard 4/20/2026		
20042029	Book	Junior Great Books Series 4 (Book Two Leader's	Discard 4/20/2026		
20042307	Book	Houghton Mifflin Reading 1.3 Surprises	Discard 4/20/2026		
20042866	Book	Junior Great Books (Series 2, Book Two) TE	Discard 4/20/2026		
20042867	Book	Junior Great Books Generosity	Discard 4/20/2026		
20042868	Book	Junior Great Books Community	Discard 4/20/2026		
20042922	Book	Strategies for Writing Grade 2	Discard 4/20/2026		
20042923	Book	Strategies for Writing Grade 2	Discard 4/20/2026		
20043141	Textbook	America Will Be	Discard 4/20/2026		
20046661	Book Fiction	Junior Great Books Level 5 Book 1 Student Book	Discard 4/20/2026		
20046662	Book	Junior Great Books Level 5 Book 2 Student Book	Discard 4/20/2026		
20046663	Book Nonfiction	Junior Great Books Level 5 Book 1 TE	Discard 4/20/2026		
20046664	Book Nonfiction	Junior Great Books Level 5 Book 2 TE	Discard 4/20/2026		
20047206	Textbook	Houghton Mifflin Reading Calif. 1.3 Surprises	Discard 4/20/2026		
20048417	Software	The Learnables French Level 1	Discard 4/20/2026		
20049456	Textbook	Harcourt Horizons World History	Discard 4/20/2026		
20049767	Book	Junior Great Books 4 Book 2 Strength Integrity	Discard 4/20/2026		
20049768	Book	Junior Great Books 4 Book 1 Trust Resourcefulness	Discard 4/20/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20049769	Book	Junior Great Books 4 Book 1 Trust Resourcefulness	Discard 4/20/2026		
20049770	Book	Junior Great Books 4 Book 2 Strength Integrity	Discard 4/20/2026		
20049841	Textbook	Houghton Mifflin Reading Surprises Level 1.3	Discard 4/20/2026		
20050936	Textbook	Harcourt Science (Level 3)	Discard 4/20/2026		
20050937	Book	McGraw Hill Open Court Reading Level 3-1	Discard 4/20/2026		
20050938	Textbook	Houghton Mifflin Reading Traditions Level 4	Discard 4/20/2026		
20051086	Book	Strategies for Writers (Zaner Bloser) Grade 6	Discard 4/20/2026		
20051088	Book	Strategies for Writers (Zaner Bloser) Grade 8	Discard 4/20/2026		
20051265	Book	Voyages in English Grade 7 Student Edition	Discard 4/20/2026		
20051593	Textbook	Harcourt Brace Social Studies Making A Difference	Discard 4/20/2026		
20051595	Textbook	Harcourt Brace Social Studies Making A Difference	Discard 4/20/2026		
20051596	Textbook	Houghton Mifflin Science Discovery Works Grd 2 Ca.	Discard 4/20/2026		
20052074	Textbook	Harcourt Brace Social Studies Grd 2 Making a	Discard 4/20/2026		
20052075	Textbook	Harcourt Brace Social Studies Grd 2 Making a	Discard 4/20/2026		
20052171	Book	McGuffey's Eclectic Reader Revised Edition 4th	Discard 4/20/2026		
20052172	Book	McGuffey's Eclectic Reader Revised Edition 5th	Discard 4/20/2026		
20052173	Book	McGuffey's Eclectic Reader Revised Edition 6th	Discard 4/20/2026		
20052463	Book	Junior Great Books Series 3 Book 1 TE	Discard 4/20/2026		
20052465	Book	Junior Great Books Series 2 Book 2 TE	Discard 4/20/2026		
20052466	Book	Junior Great Books Series 3 Book 1 Student	Discard 4/20/2026		
20052467	Book	Junior Great Books Series 3 Book 1 Student	Discard 4/20/2026		
20052468	Book	Junior Great Books Series 3 Book 1 Student	Discard 4/20/2026		
20052469	Book	Junior Great Books Series Series 4 Book 1 Student	Discard 4/20/2026		
20052470	Book	Junior Great Books Series Series 4 Book 1 Student	Discard 4/20/2026		
20052471	Book	Junior Great Books Series Series 4 Book 1 Student	Discard 4/20/2026		
20052857	Textbook	Scott Foresman Science The Diamond Edition	Discard 4/20/2026		
20056611	Textbook	Holt Literature and Language Arts 2nd Course, Ca	Discard 4/20/2026		
20062388	Book/F	Junior Great Books Series 5 Bk 2 Family, Humility,	Discard 4/20/2026		
20062389	Book/F	Junior Great Books Series 5 Bk 1/Honesty, Self-	Discard 4/20/2026		
20062390	Book	Junior Great Books Series 5 Bk 2 Family, Humility,	Discard 4/20/2026		
20062391	Book/F	Junior Great Books Series 5 Bk 1/Honesty, Self-	Discard 4/20/2026		
20066032	Textbook	Harcourt Science 2nd grd Ca. Edition	Discard 4/20/2026		
20066033	Textbook	Harcourt Science 2nd grd Ca. Edition	Discard 4/20/2026		
20069575	Textbook	JOURNEYS Volume 1 Grade 3 2017	Discard 4/20/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20010246	Textbook	American Voices T.E.	Discard 4/29/2026		
20012744	Textbook	Prentice Hall Literature-Platinum	Discard 4/29/2026		
20012877	Textbook RL	Prentice Hall Writing and Grammar	Discard 4/29/2026		
20013311	Instructional	Literature Packet for Persuasion	Discard 4/29/2026		
20013312	Instructional	Literature Packet for Persuasion	Discard 4/29/2026		
20013322	Book RL	Literature Packet for Literary Reflections/RL	Discard 4/29/2026		
20013323	Book RL	Literature Packet for Literary Reflections	Discard 4/29/2026		
20013331	Instructional	Literature Packet for Autobiographies	Discard 4/29/2026		
20013332	Instructional	Literature Packet for Autobiographies	Discard 4/29/2026		
20013740	Textbook RL	Fundamental of English Grammar	Discard 4/29/2026		
20014130	Textbook	American Voices	Discard 4/29/2026		
20014277	Textbook RL	American Voices TE/ Part 2 units 2&3	Discard 4/29/2026		
20015099	Textbook RL	Accion! Level 2 TE	Discard 4/29/2026		
20015671	Textbook RL	English and Western literature/RL	Discard 4/29/2026		
20015832	Textbook	World History Modern Times/RL	Discard 4/29/2026		
20016145	Textbook	For The People By The People	Discard 4/29/2026		
20016267	Textbook RL	Glencoe Literature CA ed/Course 5	Discard 4/29/2026		
20016385	Textbook	Amsco, Basic Principles Of American Gov't 2nd Ed	Discard 4/29/2026		
20016584	Book	Amsco Basic Principles of American Gov't 2nd Ed	Discard 4/29/2026		
20016692	Textbook RL	Grammar for Writing 4th course grd 9	Discard 4/29/2026		
20017337	Textbook	The Americans A History	Discard 4/29/2026		
20018103	Textbook RL	Writer's Choice-Grammar & Composition (Grade 9)	Discard 4/29/2026		
20018933	Textbook RL	SV Decisions for Health	Discard 4/29/2026		
20019370	Textbook RL	Auf Deutsch! 1	Discard 4/29/2026		
20019375	Textbook RL	Auf Deutsch! 1	Discard 4/29/2026		
20019430	Textbook RL	Auf Deutch,level 1 TE	Discard 4/29/2026		
20019756	Book RL	The Developing Child/Glencoe McGraw-Hill	Discard 4/29/2026		
20019758	Textbook RL	Bon Voyage!/Glencoe French 1A/CA Edition	Discard 4/29/2026		
20019767	Textbook RL	Bon Voyage!/Glencoe French 1A/CA Edition	Discard 4/29/2026		
20019770	Textbook	Bon Voyage!/Glencoe French 1B/CA Edition	Discard 4/29/2026		
20020994	Instructional	Spelling Power Activity Task Cards	Discard 4/29/2026		
20021436	Textbook RL	Holt American Nation	Discard 4/29/2026		
20022357	Textbook RL	World Literature Glencoe 1991	Discard 4/29/2026		
20022358	Textbook RL	Glencoe French 1A /TE Calif Ed	Discard 4/29/2026		
20022370	Textbook RL	World Literature Glencoe 1991/ Macmillan Literature	Discard 4/29/2026		
20022431	Textbook RL	The Writer's Craft /McDougal Littel	Discard 4/29/2026		
20022887	Textbook RL	World History Connections to Today	Discard 4/29/2026		
20022957	Book Nonfiction	First Language Lessons for the Well -Trained Mind	Discard 4/29/2026		
20023059	Textbook	American Voices a History of The United States SF	Discard 4/29/2026		
20023116	Textbook RL	Holt Elements of Language 4th Course	Discard 4/29/2026		
20023330	Textbook	Adventures in American Literature	Discard 4/29/2026		
20023598	Textbook	Holt American Nation	Discard 4/29/2026		
20023689	Textbook RL	Holt American Nation	Discard 4/29/2026		
20023711	Textbook RL	A Writers Reference 5th Edition	Discard 4/29/2026		
20023712	Textbook RL	Holt Elements of Language 4th course	Discard 4/29/2026		
20023990	Textbook	Globe Fearon World History	Discard 4/29/2026		
20024458	Textbook	Glencoe American Literature	Discard 4/29/2026		
20024590	Textbook/Block	Holt American Government	Discard 4/29/2026		
20024593	Textbook/Block	Holt American Government	Discard 4/29/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20025210	Instructional	How To Write Book Reports 3rd Ed	Discard 4/29/2026		
20025269	Textbook RL	Glencoe Readers Choice American Literature	Discard 4/29/2026		
20025271	Instructional	Great Books Series 4 Book 1 Leaders Edition	Discard 4/29/2026		
20025367	Textbook RL	prentice Hall Literature Platinum	Discard 4/29/2026		
20027009	Textbook	American Odyssey The United States in the 20th	Discard 4/29/2026		
20027013	Textbook	The American Republic since 1877 Glencoe 2007	Discard 4/29/2026		
20027988	Textbook/Global	Glencoe American Odyssey The 20th Century and	Discard 4/29/2026		
20027989	Textbook/Global	Glencoe American Odyssey The 20th Century and	Discard 4/29/2026		
20029170	Instructional	Adams-Gordon's Spelling Power 4th Ed.	Discard 4/29/2026		
20029830	Textbook	A People and a Nation: A History of the United States	Discard 4/29/2026		
20030038	Textbook	American Voices Annotated TE Pt 2 Unit 2 & 3	Discard 4/29/2026		
20030119	Textbook RL	Writer's Choice Grammar and Composition Grade 11	Discard 4/29/2026		
20030120	Textbook RL	Writer's Choice Grammar and Composition Grade 12	Discard 4/29/2026		
20030511	Instructional	Easy Grammar Grade 4 TE	Discard 4/29/2026		
20030784	Textbook RL	Globe Fearon World History (2004)	Discard 4/29/2026		
20030884	Textbook	Glencoe Literature Course 4	Discard 4/29/2026		
20031571	Book RL	First Language Lessons for the Well-Trained Mind	Discard 4/29/2026		
20031948	Instructional	Critical Thinking using Primary Sources in World	Discard 4/29/2026		
20032329	Instructional	Spelling Power Activity Task Cards	Discard 4/29/2026		
20032504	Textbook	Bon Voyage! Glencoe French Level 1	Discard 4/29/2026		
20032709	Textbook RL	Prentice Hall Writing and Grammar: Communication	Discard 4/29/2026		
20032713	Book RL	The Norton Anthology of English Literature 4th Ed.	Discard 4/29/2026		
20033380	Textbook	World History: Connections to Today	Discard 4/29/2026		
20033457	Textbook	Prentice Hall Literature Timeless Voices, Timeless	Discard 4/29/2026		
20033583	Instructional	Easy Grammar: Grade 5	Discard 4/29/2026		
20033592	Textbook	The Human Odyssey Vol 2: Our Modern World, 1400	Discard 4/29/2026		
20034612	Textbook	English 3200 with Writing Applications 4th College Ed	Discard 4/29/2026		
20034855	Textbook	Glencoe French: Tresors du temps (2005)	Discard 4/29/2026		
20034861	Book	The Struggle for Democracy 9th Edition	Discard 4/29/2026		
20035137	Book	Webster's New World English Grammar Handbook	Discard 4/29/2026		
20035339	Textbook	Junior Great Books Series 3: Book Two Leader's	Discard 4/29/2026		
20035358	Textbook/Global	MLA Handbook for Writers of Research Papers 7th	Discard 4/29/2026		
20035359	Textbook/Block	MLA Handbook for Writers of Research Papers 7th	Discard 4/29/2026		
20035759	Book	The Little, Brown Handbook Brief 3rd Ed Incl. 2009	Discard 4/29/2026		
20036672	Book RL	The Bedford Anthology of American Literature Vol 2.	Discard 4/29/2026		
20037017	Textbook	Biology Principles & Explorations HRW 2001	Discard 4/29/2026		
20037662	Textbook	American Voices	Discard 4/29/2026		
20037869	Textbook	The Developing Child (Glencoe 2004)	Discard 4/29/2026		
20038137	Textbook	American Voices Scott Foresman (1992)	Discard 4/29/2026		
20038140	Textbook	Glencoe Literature The Reader's Choice American	Discard 4/29/2026		
20038245	Textbook	Holt World Geography	Discard 4/29/2026		
20038335	Textbook	Bien Dit! Holt McDougal French 2 (2013)	Discard 4/29/2026		
20038828	Textbook	Holt Elements of Language Third Course	Discard 4/29/2026		
20038830	Textbook RL	Prentice Hall Literature Platinum	Discard 4/29/2026		
20038951	Textbook RL	Bien dit! French 2 Holt McDougal (2013)	Discard 4/29/2026		
20039139	Book	The Well Trained Mind Revised and Updated (2004)	Discard 4/29/2026		
20039868	Textbook/Block	Holt American Government	Discard 4/29/2026		
20039903	Textbook	Holt French 3 Bien dit!	Discard 4/29/2026		
20039904	Textbook	Holt French 3 Bien dit!	Discard 4/29/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20039986	Book	Copyediting & Proofreading for Dummies	Discard 4/29/2026		
20040274	Instructional	Easy Grammar Grade 5 TE	Discard 4/29/2026		
20040290	Textbook	First Language Lessons Level 3 TE	Discard 4/29/2026		
20040942	Book Set	Langenscheidt Universal French Dictionary	Discard 4/29/2026		
20040948	Book Set	Langenscheidt Universal French Dictionary	Discard 4/29/2026		
20040954	Book Set	Langenscheidt Universal French Dictionary	Discard 4/29/2026		
20040982	Textbook	Glencoe The American Republic Since 1877 (2007)	Discard 4/29/2026		
20040983	Textbook	Glencoe The American Republic Since 1877 (2007)	Discard 4/29/2026		
20041263	Textbook	Prentice Hall Literature The American Experience	Discard 4/29/2026		
20041272	Textbook	Holt World Geography Today (2003)	Discard 4/29/2026		
20041448	Textbook	Bien dit! Holt French 3	Discard 4/29/2026		
20041479	Textbook	Adventures in American Literature	Discard 4/29/2026		
20041480	Textbook	Adventures in American Literature	Discard 4/29/2026		
20041481	Textbook	Adventures in American Literature	Discard 4/29/2026		
20041944	Textbook	World Geography Today (Holt)	Discard 4/29/2026		
20043546	Textbook/Block	Geography Alive! Regions and People (2011)	Discard 4/29/2026		
20043576	Textbook	Geography Alive! Regions and People	Discard 4/29/2026		
20043587	Textbook	Geography Alive! Regions and People	Discard 4/29/2026		
20043593	Textbook	Geography Alive! Regions and People	Discard 4/29/2026		
20044052	Book	Rick Steves Spain 2015	Discard 4/29/2026		
20044134	Book Nonfiction	501 German Verbs	Discard 4/29/2026		
20044135	Book Nonfiction	501 German Verbs	Discard 4/29/2026		
20044143	Book	501 French Verbs	Discard 4/29/2026		
20044515	Book	Perrine's Literature (Structure, Sound and Sense)	Discard 4/29/2026		
20045041	Book	Spelling Power 4th Edition (1 Quick-Start DVD)	Discard 4/29/2026		
20045100	Video/DVD/ Book	Spelling Power Quick Start Video Seminar & Book	Discard 4/29/2026		
20045107	Book	Spelling Power 4th Edition (1DVD)	Discard 4/29/2026		
20045753	Textbook/Block	Puntos de Partida 7th Edition	Discard 4/29/2026		
20046277	Textbook	Realidades Level 2 Student Edition	Discard 4/29/2026		
20046278	Book	Realidades Level 2 Student Edition	Discard 4/29/2026		
20046280	Book	Realidades Level 2 Student Edition	Discard 4/29/2026		
20046788	Book	Literature Structure, Sound, and Sense 5th Ed	Discard 4/29/2026		
20047012	Book Nonfiction	First Language Lessons Level 4	Discard 4/29/2026		
20047285	Textbook	Bien Dit Level 1 Holt	Discard 4/29/2026		
20047489	Textbook	Glencoe French Bon Voyage! 1B	Discard 4/29/2026		
20049445	Book	The Little Seagull Handbook 3rd Edition	Discard 4/29/2026		
20049818	Textbook/Block	Realidades 1	Discard 4/29/2026		
20051264	Book	Avancemos! Student Edition Level 1	Discard 4/29/2026		
20051760	Book	Auf Deutsch! Student Edition Level 2	Discard 4/29/2026		
20052117	Book	Auf Deutsch! 3	Discard 4/29/2026		
20053086	Textbook/Block	Holt American Government	Discard 4/29/2026		
20053414	Textbook	McDougal Littell Avancemos! Level 4	Discard 4/29/2026		
20053415	Textbook	McDougal Littell Avancemos! Level 4	Discard 4/29/2026		
20055714	Textbook/Block	Puntos de partida 7th edition	Discard 4/29/2026		
20055716	Textbook	Asi se dice! Glencoe Spanish 2 (2009)	Discard 4/29/2026		
20055732	Textbook	Puntos De Partida 7th Edition	Discard 4/29/2026		
20056904	Book Nonfiction	Easy Grammar Grade 1 TE (2018)	Discard 4/29/2026		

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20016360	Textbook RL	HM Across the Centuries (7)	Discard 6/1/2026		
20016548	Textbook RL	HM Across the Centuries	Discard 6/1/2026		
20032141	Textbook RL	Houghton Mifflin Across The Centuries 2003	Discard 6/1/2026		
20032147	Textbook RL	Houghton Mifflin Across The Centuries 2003	Discard 6/1/2026		
20032151	Textbook RL	Houghton Mifflin Across The Centuries 2003	Discard 6/1/2026		
20035844	Textbook	Across The Centuries 21st Century Edition	Discard 6/1/2026		
20035845	Textbook	Across The Centuries 21st Century Edition	Discard 6/1/2026		
20035855	Textbook	Across The Centuries 21st Century Edition	Discard 6/1/2026		
20035856	Textbook	Across The Centuries 21st Century Edition	Discard 6/1/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20010460	Book RL	Fudge-A-Mania	Discard 5/11/2026		
20011597	Textbook	Harcourt Math/TE Vol. 1 Grd 6	Discard 5/11/2026		
20013518	Book RL	Snow Treasure	Discard 5/11/2026		
20017856	Book	The Fantastic Mr. Fox	Discard 5/11/2026		
20019777	Textbook RL	Bon Voyage!/Glencoe French 1B/CA Edition	Discard 5/11/2026		
20020915	Book RL	Mr Popper's Penguins	Discard 5/11/2026		
20021059	Textbook RL	Harcourt Math /TE Vol. 2 Grd 6	Discard 5/11/2026		
20021415	Textbook	Glencoe Literature Course 5 Teacher's Wraparound	Discard 5/11/2026		
20023713	Textbook	Magruder's American Government Prentice Hall 2004	Discard 5/11/2026		
20025254	Textbook/Block	McDougal-Littell World History: Medieval and Modern	Discard 5/11/2026		
20025712	Textbook	Glencoe The American Vision	Discard 5/11/2026		
20026626	Instructional	Interact Simulations Gold Rush Teacher's	Discard 5/11/2026		
20029460	Book Fiction	Catherine, Called Birdy	Discard 5/11/2026		
20032338	Book	Amos Fortune: Free Man	Discard 5/11/2026		
20035018	Textbook	Pearson Algebra 1 (Introductory Algebra) Eighth	Discard 5/11/2026		
20036216	Book Fiction	The Magician's Nephew	Discard 5/11/2026		
20038304	Textbook	Harcourt Math level 6	Discard 5/11/2026		
20039974	Textbook	Harcourt Science Grd 4 TE Ca. Edition	Discard 5/11/2026		
20039991	Textbook	Glencoe French 2 Bon voyage	Discard 5/11/2026		
20040213	Book	Lightning Thief	Discard 5/11/2026		
20040574	Book	Junior Great Books Series 4 Bk 2 Leader's Edition	Discard 5/11/2026		
20042028	Book Nonfiction	Junior Great Books Series 4 (Book One Leader's	Discard 5/11/2026		
20043313	Textbook	American History Beginnings to 1914	Discard 5/11/2026		
20051072	Book	Galaxy Zack Journey to Juno #2	Discard 5/11/2026		
20051074	Book	Galaxy Zack Monsters in Space!	Discard 5/11/2026		
20052464	Book	Junior Great Books Series 4 Book 1 TE	Discard 5/11/2026		
20055058	Book Fiction	Out Of The Dust	Discard 5/11/2026		
20059040	Textbook	Harcourt Math TE Vol. 1 5th grd	Discard 5/11/2026		
20061505	Book Set/ Oak	The rainbow people Oak Meadow 6th Grd	Discard 5/11/2026		
20061538	Book	Criss cross Oak Meadow 8th Grd	Discard 5/11/2026		
20063676	Book	MTH #31: Summer of the Sea Serpent	Discard 5/11/2026		
20063677	Book	MTH Research Guide: Polar Bears	Discard 5/11/2026		
20063678	Book	MTH #5: Night of the Ninjas	Discard 5/11/2026		
20063680	Book	MTH #7: Sunset of the Sabertooth	Discard 5/11/2026		
20063681	Book	MTH #9: Dolphins at Daybreak	Discard 5/11/2026		
20063683	Book	MTH #2: The Knights at Dawn	Discard 5/11/2026		
20063684	Book	MTH #2: The Knights at Dawn	Discard 5/11/2026		
20063685	Book	MTH #2: The Knights at Dawn	Discard 5/11/2026		
20063688	Book	MTH #26: Good Morning, Gorillas	Discard 5/11/2026		
20063689	Book	Diary of a Wimpy Kid #2: Rodrick Rules	Discard 5/11/2026		
20063699	Book	Tiger Threat	Discard 5/11/2026		
20063702	Book	The Watsons Go To Birmingham - 1963	Discard 5/11/2026		
20063703	Book	Moby Dick - Junior Classics for Young Readers	Discard 5/11/2026		
20063704	Book	Tom Sawyer - Junior Classics for Young Readers	Discard 5/11/2026		
20063705	Book	The Battle of the Red Hot Pepper Weenies	Discard 5/11/2026		
20063706	Book	Only You Can Save Mankind	Discard 5/11/2026		
20063707	Book	Deltora Quest #4: The Shifting Sands	Discard 5/11/2026		
20063709	Book	The Wizard of Oz	Discard 5/11/2026		
20063710	Book	A Long Walk to Water	Discard 5/11/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20063712	Book	Beast	Discard 5/11/2026		
20063713	Book	It's Halloween, I'm Turning Green!	Discard 5/11/2026		
20063714	Book	Save Me a Seat	Discard 5/11/2026		
20063715	Book	Fourth Grade Fuss	Discard 5/11/2026		
20063716	Book	Captain Underpants #7: Battle of Booger Boy Pt2	Discard 5/11/2026		
20063717	Book	Frindle	Discard 5/11/2026		
20063718	Book	I Survived: September 11, 2001	Discard 5/11/2026		
20063719	Book	Is That a Sick Cat in Your Backpack?	Discard 5/11/2026		
20063720	Book	Godzilla Ate My Homework	Discard 5/11/2026		
20063721	Book	Goosebumps Special Edition #1: 10 Spooky Stories	Discard 5/11/2026		
20063727	Book	Crossing the Wire	Discard 5/11/2026		
20063729	Book	Rotten School #10: The Rottenest Angles	Discard 5/11/2026		
20063731	Book	Rotten School #6: The Heinie Prize	Discard 5/11/2026		
20064745	Book	Pedro's Journal Early American History 4-6	Discard 5/11/2026		
20064819	Book Fiction	Aleutian Sparrow	Discard 5/11/2026		
20065136	Book Fiction	War Horse	Discard 5/11/2026		
20065456	Book Fiction	The Sign of the Beaver	Discard 5/11/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20017073	Book RL	Amber Brown is not A Crayon	Discard 5/13/2026		
20017077	Book RL	Amber Brown Goes Fourth	Discard 5/13/2026		
20017078	Book RL	You Can't eat Your Chicken Pox Amber Brown(copy	Discard 5/13/2026		
20017082	Book RL	Amber Brrown I,Amber Brown	Discard 5/13/2026		
20018289	Book RL	Dictionary and Thesaurus	Discard 5/13/2026		
20019217	Book	Ancient Civilizations and English/Lessons 1-18	Discard 5/13/2026		
20028076	Textbook/Co-op	McDougal Littell World History Ancient Civilizations	Discard 5/13/2026		
20030321	Book RL	Webster's New Compact Desk Dictionary (2002)	Discard 5/13/2026		
20030327	Book RL	Webster's New Compact Desk Dictionary (2002)	Discard 5/13/2026		
20041390	Book Fiction	Crispin The Cross Of Lead	Discard 5/13/2026		
20043933	Instructional	Scramble Squares Planets	Discard 5/13/2026		
20043936	Instructional	Scramble Squares Puzzle Cows	Discard 5/13/2026		
20043939	Instructional	Scramble Squares Puzzle Symphony	Discard 5/13/2026		
20044164	Book	Webster's English/Spanish Dictionary	Discard 5/13/2026		
20044171	Book	Webster's English/Spanish Dictionary	Discard 5/13/2026		
20046949	Book Set	Revolution News: Power to the People (Part of	Discard 5/13/2026		
20046950	Book Set	Liberty! How the Revolutionary War Began (Part of	Discard 5/13/2026		
20046951	Book Set	Daring Women of the American Revolution (Part of	Discard 5/13/2026		
20046952	Book Set	George vs. George (Part of Revolution Set)	Discard 5/13/2026		
20046953	Book Set	Paul Revere's Ride (Part of Revolution Set)	Discard 5/13/2026		
20047294	Book Nonfiction	Bantam New College Latin & English Dictionary	Discard 5/13/2026		
20047295	Book Fiction	Bantam New College Latin & English Dictionary	Discard 5/13/2026		
20047700	Book	Crispin The Cross Of Lead	Discard 5/13/2026		
20064919	Book	The Iron Dragon Never Sleeps	Discard 5/13/2026		
20066551	Book Fiction	The Door in the Wall	Discard 5/13/2026		
20066941	Book Fiction	The Door in the Wall	Discard 5/13/2026		
20067225	Book Fiction	A Gathering of Days A New england Girl's Journal	Discard 5/13/2026		

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20010109	Book Nonfiction	Childrens Dictionary	Discard 5/14/2026		
20010495	Book	Miracles on Maple Hill	Discard 5/14/2026		
20010826	Book RL	AGS Basic english composition Teacher's Ed	Discard 5/14/2026		
20010828	Book RL	AGS Basic English Grammar Teacher's Ed	Discard 5/14/2026		
20012743	Textbook RL	AGS Life Skills Math-RL	Discard 5/14/2026		
20013016	Book/RL	Algebra 1-Teacher's Edition/RL	Discard 5/14/2026		
20013017	Book RL	Algebra 1 RL	Discard 5/14/2026		
20013220	Book RL	Elementary Dictionary	Discard 5/14/2026		
20013349	Instructional	Math 76 Home Study Packet	Discard 5/14/2026		
20013564	Textbook RL	AGS Geometry	Discard 5/14/2026		
20013795	Instructional	Math 54 Answer Key 2nd Edition	Discard 5/14/2026		
20013976	Software RL	Geometry Solutions Key CD	Discard 5/14/2026		
20014014	Instructional	Math 87 Answer Key	Discard 5/14/2026		
20014254	Instructional	Saxon 87 homeschool Packet/RL	Discard 5/14/2026		
20014695	Textbook	Consumer Mathematics TE	Discard 5/14/2026		
20014992	Textbook RL	Pacemaker Algebra 1	Discard 5/14/2026		
20016083	Textbook RL	Algebra I	Discard 5/14/2026		
20016142	Software RL	solutions Key AGS Pre-Algebra	Discard 5/14/2026		
20016245	Textbook RL	Literature/ purple Level/TE	Discard 5/14/2026		
20016429	Instructional	Saxon Algebra 1/2 Solutions Manual	Discard 5/14/2026		
20016432	Instructional	Saxon Math 76 Test Masters	Discard 5/14/2026		
20016888	Textbook	AGS Pre-Algebra	Discard 5/14/2026		
20017153	Textbook	AGS Pre-Algebra TE	Discard 5/14/2026		
20017156	Textbook RL	AGS Pre-Algebra	Discard 5/14/2026		
20017460	Textbook RL	Algebra 1	Discard 5/14/2026		
20018287	Book	The Clear and Simple Thesaurus Dictionary	Discard 5/14/2026		
20018854	Book RL	Saxon Math 54 2nd ed Test Masters	Discard 5/14/2026		
20019676	Textbook	Consumer Math TE/AGS	Discard 5/14/2026		
20020872	Software RL	AGS Physical Science software Teacher's Resource	Discard 5/14/2026		
20021010	Textbook RL	AGS World Literature /TE	Discard 5/14/2026		
20021404	Textbook	AGS Basic Math Skills TE	Discard 5/14/2026		
20021600	Textbook RL	AGS Everyday Life Skills	Discard 5/14/2026		
20021685	Textbook RL	AGS Basic Math Skills/TE	Discard 5/14/2026		
20021908	Instructional	Solutions Manual Discovering Geometry an	Discard 5/14/2026		
20021911	Instructional	Solutions Manual Discovering Geometry an	Discard 5/14/2026		
20022033	Textbook	AGS Algebra	Discard 5/14/2026		
20022049	Textbook	AGS Algebra	Discard 5/14/2026		
20022053	Textbook RL	AGS Basic Math Skills TE	Discard 5/14/2026		
20022529	Instructional	Discovering Geometry An Investigative Approach	Discard 5/14/2026		
20023410	Textbook RL	AGS Geometry TE	Discard 5/14/2026		
20024723	Instructional	Discovering Geometry Solutions Manual	Discard 5/14/2026		
20024727	Textbook RL	Globe Fearon Literature Purple Level TE	Discard 5/14/2026		
20026572	Textbook RL	AGS Basic English TE	Discard 5/14/2026		
20027336	Software RL	AGS Teacher's Resource Library Life Skills Health	Discard 5/14/2026		
20027850	Software RL	Environmental Science Teacher's Resource Library	Discard 5/14/2026		
20028126	Textbook	AGS Basic English Grammar TE 2003	Discard 5/14/2026		
20029911	Textbook	AGS Consumer Mathematics TE (2003)	Discard 5/14/2026		
20030424	Instructional	Saxon Algebra 2 2nd Ed Solutions Manual	Discard 5/14/2026		
20030799	Textbook	AGS Basic Math Skills TE	Discard 5/14/2026		

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20031865	Instructional	Saxon Algebra 1/2 3rd Ed Solutions	Discard 5/14/2026		
20033461	Instructional	Assessment Resources A Discovering Geometry An	Discard 5/14/2026		
20034404	Textbook	Houghton Mifflin History-Social Science: California	Discard 5/14/2026		
20036388	Instructional	McDougal Littell Math California Remediation Book	Discard 5/14/2026		
20036515	Textbook RL	Houghton Mifflin Reading Calif. Grd 6 Triumphs	Discard 5/14/2026		
20041634	Book	Reading Pathways Simple Exercises to Improve	Discard 5/14/2026		
20050575	Book	AGS World Literature Teacher's Edition	Discard 5/14/2026		
20052586	Book	OWI Hydraulic Arm Kit	Discard 5/14/2026		
20056030	Textbook	Mosdos Press Literature Ruby Student Book (4th	Discard 5/14/2026		
20061530	Book	Algebra 1/2 Saxon 3rd Edition Oak Meadow 8th Grd	Discard 5/14/2026		
20063691	Book	Diary of a Wimpy Kid #8: Hard Luck	Discard 5/14/2026		
20063743	Book	Seconds, Days, & Years of Record Breaking Facts	Discard 5/14/2026		
20063746	Book	What Do Dragons Like to Eat?	Discard 5/14/2026		
20068583	Book Fiction	The Secret Lake	Discard 5/14/2026		
20070169	Book Fiction	Princess Academy: The Forgotten Sisters Bk #3	Discard 5/14/2026		
20070170	Book Fiction	Princess Academy: Palace of Stone Bk #2	Discard 5/14/2026		
20070654	Book Fiction	Dear Austin: Letters from the Underground Railroad	Discard 5/14/2026		

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20013162	Game	Outburst Junior Game	Discard 5/15/2026		
20013905	Book RL	Earth Science TE	Discard 5/15/2026		
20018847	Textbook	Holt Chemistry	Discard 5/15/2026		
20021345	Textbook	Life Science Teacher Wraparound Edition	Discard 5/15/2026		
20022417	Textbook	Holt Science and Technology Physical Science TE	Discard 5/15/2026		
20022429	Textbook RL	America Will Be TE	Discard 5/15/2026		
20025812	Textbook RL	Houghton Mifflin Mathematics Level 5 Vol.2	Discard 5/15/2026		
20025910	Book RL	The Pilgrim's Progress	Discard 5/15/2026		
20026044	Instructional	English from the Roots Up Vol. 2	Discard 5/15/2026		
20026101	Instructional	Elements of Literature Introductory Course HRW	Discard 5/15/2026		
20026102	Instructional	Elements of Literature Introductory Course HRW	Discard 5/15/2026		
20026908	Video/DVD	Simply Music Learn at Home Level 1 2 DVD's	Discard 5/15/2026		
20034574	Book RL	America: A Narrative History 7th Ed Volume 1	Discard 5/15/2026		
20034828	Instructional	English from the Roots Up Volume 1	Discard 5/15/2026		
20034961	Textbook RL	Elements of Literature Introductory Course (1997)	Discard 5/15/2026		
20034962	Textbook RL	Elements of Literature Introductory Course (1997)	Discard 5/15/2026		
20034965	Textbook RL	Elements of Literature Introductory Course (1997)	Discard 5/15/2026		
20035174	Instructional	Professor Noggin's Earth Science Card Game (30	Discard 5/15/2026		
20036934	Textbook RL	Houghton Mifflin Mathematics Grade 5 Volume 1 TE	Discard 5/15/2026		
20037881	Instructional	Houghton Mifflin Reading 3.2 Practice Book TAE	Discard 5/15/2026		
20038959	Instructional	Houghton Mifflin Reading Level 3.1 Practice Book	Discard 5/15/2026		
20039915	Textbook	Glencoe Science Biology 2007 TWE	Discard 5/15/2026		
20041103	Software	Phonics Lessons Teaching Resources Grd K 1 CD	Discard 5/15/2026		
20041262	Textbook	American Odyssey The 20th Century and Beyond	Discard 5/15/2026		
20041556	Textbook	Glencoe Science An Introduction to the Life, Earth,	Discard 5/15/2026		
20042234	Book Fiction	Civil War A Marvel Comics Event	Discard 5/15/2026		
20042239	Textbook	Physical Science TE (Holt)	Discard 5/15/2026		
20042312	Instructional	Houghton Mifflin Reading Practice Book TAE Grade 4	Discard 5/15/2026		
20044585	Instructional	Houghton Mifflin Reading 3.2 Practice Book TAE	Discard 5/15/2026		
20044611	Book	The ZigZag Zebra	Discard 5/15/2026		
20047219	Textbook	Mosdos Press Literature Gold	Discard 5/15/2026		
20049480	Instructional	ENGLISH from the ROOTS UP Vol. 1	Discard 5/15/2026		
20050564	Textbook	Pearson Science Interactive TE Ecology and the	Discard 5/15/2026		
20051267	Audio CD	First Language Lessons For The Well Trained Mind	Discard 5/15/2026		
20051826	Textbook	Zaner Bloser Spelling Connections	Discard 5/15/2026		
20053304	Textbook	McGraw Hill My Math Grade 3 Vol 1 TE	Discard 5/15/2026		
20053305	Textbook	McGraw Hill My Math Grade 3 Vol 2 TE	Discard 5/15/2026		
20053337	Book Nonfiction	McRuffy Press Color Math 5th Grade TE Lessons 1	Discard 5/15/2026		
20053338	Book Nonfiction	McRuffy Press Color Math 5th Grade TE Lessons 81	Discard 5/15/2026		
20053395	Book	Zaner Bloser Spelling Connections TE 8th Grade	Discard 5/15/2026		
20054018	Textbook	Spelling Connections 7 TE	Discard 5/15/2026		
20055029	Instructional	Oak Meadow Basic Life Science Grd 6 Coursebook	Discard 5/15/2026		
20055194	Textbook	Spelling Connections 5 TE	Discard 5/15/2026		
20055195	Textbook	Spelling Connections 5 TE	Discard 5/15/2026		
20055196	Textbook	Spelling Connections 3 TE	Discard 5/15/2026		
20056105	Textbook	Spelling Connections 7 TE	Discard 5/15/2026		
20056107	Instructional	Well- Ordered Language Level 1A TE	Discard 5/15/2026		
20056226	Instructional	TENZI 40 Dice	Discard 5/15/2026		
20059161	Book	Spelling Connections Grade 6 TE	Discard 5/15/2026		

Asset ID	Category	Item	AssignedST	AssignedStudent	Date
20059910	Textbook	My Math Grd 3 Vol 1 TE	Discard 5/15/2026		
20059911	Textbook	My Math Grd 4 Vol 1 TE	Discard 5/15/2026		
20060177	Textbook/Block	Glencoe Science Biology CA. Edition TWE 2007	Discard 5/15/2026		
20060269	Textbook	My Math Grade 5 Volume 1 TE	Discard 5/15/2026		
20060500	Textbook	Everyday Mathematics Grd 2 Vol. 1 TG	Discard 5/15/2026		
20060501	Textbook	Everyday Mathematics Grd 2 Vol. 2 TG	Discard 5/15/2026		
20061535	Book	The Elements of Style Oak Meadow 8th Grd	Discard 5/15/2026		
20063730	Book	Rotten School #9: Party Poopers	Discard 5/15/2026		
20063732	Book	Rotten School #11: Punk'd and Skunked	Discard 5/15/2026		
20063738	Book	MTH #45: A Crazy Day with Cobras	Discard 5/15/2026		