

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOREST CHARTER SCHOOL

29-10298-0114306  
CDS Code

Date of this revision: 10/29/11

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Peter Sagebiel

Position: Executive Director

Telephone Number: 530.265.4823

Address: 224 Church St Nevada City, CA 95959

E-mail address: [psagebiel@forestcharter.com](mailto:psagebiel@forestcharter.com)

Nevada County Superintendent of Schools

The School Governing Board approved this revision of the School Plan on \_\_\_\_\_

## School Vision, Mission and ESLRs

### **Mission:**

Forest Charter School 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 participating students, parents, and professional educators. The ultimate mission of Forest Charter School 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.

### **Vision:**

Our vision is to nurture the unique gifts of each child and to encourage their expression of these gifts through an individualized program.

### **Expected Schoolwide Learning Results (ESLRs)**

#### • *Engaged Learners:*

1. Show proficiency in essential literacy, writing and mathematical skills
2. Communicate effectively as readers, writers, listeners, researchers and speakers

#### • *Critical Thinkers:*

1. Utilize problem solving techniques and higher levels of thinking to interpret and apply information to their certain path
2. Apply scientific methods and skills to overcome challenges and create solutions

#### • *Global Citizens:*

1. Investigate global perspectives through the avenues of history, governmental functions, world geography, literature, science, the arts, and other integrated learning
2. Empowered to create positive change
3. Possess respect and integrity for self and others in both the local and global community and environment

#### • *Technologically-Sophisticated Citizens:*

1. Possess the ability to sift through and critically process information using a variety of electronic media to create relevant learning experiences
2. Understand the challenges and benefits of the Internet in relation to Internet safety and use discernment accordingly
3. Demonstrate proficiency in the use and application of technology

#### • *Life-Long Learners:*

1. Identify and pursue personal interests and passions to become self-motivated and directed people
2. Develop a physically and emotionally healthy lifestyle
3. Develop self-awareness while learning to collaborate and contribute to group endeavors, now and in the future

## **Analysis of Current Educational Practice**

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Forest Charter School (FCS) is a K – 12 Personalized Learning non-classroom based program that tailors the curriculum to each student’s needs. State content standards are addressed through state approved textbooks, integrated educational approaches such as active learning, field studies, on-line courses, ROP vocational courses, mentorships, cooperatives, tutoring and small group instruction.

2. Availability of standards-based instructional materials appropriate to all student groups:

The California Department of Education has provided a user friendly website making state standards easily accessible. In addition, Forest has provided a variety of choice in curriculum to satisfy a student’s learning style which helps teachers and parents in curriculum planning for each individual student’s educational plan/need. State approved curriculum is recommended as a resource for students to either direct or supplement instruction. These materials are either purchased or checked out from the school’s resource library. Forest continues to purchase state approved curriculum and assessment prep materials that specifically align to state standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Prior to the start of school, Forest holds teacher inservice days at which time the annual staff development goals are refined. In addition, Forest uses the EdPerformance online diagnostic assessment tool for English Language Arts, reading and Math. This assessment instrument is aligned to state standards and is an approved alternative assessment by the California Department of Education. Forest teachers have been trained in the administration of the assessment and data interpretation of results to better guide the educational team in appropriate choice of curriculum when developing the individual educational plans for each student. The Nevada County Superintendent’s Office of Education also includes Forest teachers in professional development in content area standards throughout the year. Currently Forest is in the process of a WASC renewal self study. The staff, as a whole, met to review and revise the ESLR’s which address and define student learning outcomes. Additionally, faculty and staff will drive our continuous improvement process through ongoing assessment of our action plan currently being developed during our WASC self-study renewal. Site initiatives to drive staff development include the organization around subject and grade span Department Heads who, in turn, provide curriculum and pedagogical support to teachers.

4. Services provided by the regular program to enable under-performing students to meet standards:

The Personalized Learning educational model is a design that tailors instruction to the specific needs of all students in the program. Under-performing students are identified upon enrollment with the administration of the EdPerformance series criterion referenced assessment and/or other acceptable assessment results (e.g. transcripts or grade reports). The results of this assessment guide the education specialist in determining the appropriate curriculum, or academic intervention, which would be delivered through the small group instruction format or tutoring. Department Heads are available to help with the selection of an intervention program or curricular options.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Forest Charter School receives categorical block grant funds. However, FCS does not received additional categorical funds specifically designated for under-performing students.

6. Use of state and local assessments to modify instruction and improve student achievement:

Forest Charter uses results from California Standards Test in the STAR program, the California High School Exit Exam, EdPerformance diagnostic data, and local assessments developed by teachers to match curriculum and improve student achievement. The EdPerformance Series is a Standards-based Adaptive Measurement (SAM) that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. Formative assessment results provide signposts as to the effectiveness of existing curriculum, or cast light on necessary modifications needed to improve student achievement. State assessments provide data upon which school wide achievement is measured and action plans are developed.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All of our teachers work with students who are experiencing low student performance. Due to the nature of our Personalized Learning Program, teachers work with students across grade levels. According to our analysis of the STAR CST data, approximately 38.7% (down from 39.8% in 2010) of students scored proficient and above in math and 53.7% (up from 50.4% in 2009) of students scored proficient or above in ELA.

8. Family, school, district and community resources available to assist these students:

Because Forest Charter School is a Personalized Learning Program; parents are an integral part of the collaborative process of design and implementation of the curriculum. At the beginning of each semester a master agreement is signed by the parent, student, and

education specialist outlining this educational plan. If a student fails to complete assignments, the student, along with their parents, are required to attend a School Review Board to explore solutions, commitments and the appropriateness of an independent study program to that student. FCS Student Study Teams (SST's) address academic concerns. In addition to the educational delivery agreed upon in the student contract, a variety of family, school, district and community resources exist to support students and their families achieve positive long term results in the educational process. The following are some of the county agencies that provide additional support: Special Multi Agency Referral Team (SMART) through Nevada County to support the at-risk student; Student Attendance Review Board (SARB); Nevada County Library Youth Services; Community Recovery Resources; Children's Mental Health Services; Team 3 Family Counseling Center; REACH Counseling Services; The Friendship Club; Nevada County Family Preservation Team; Big Brothers and Sisters.

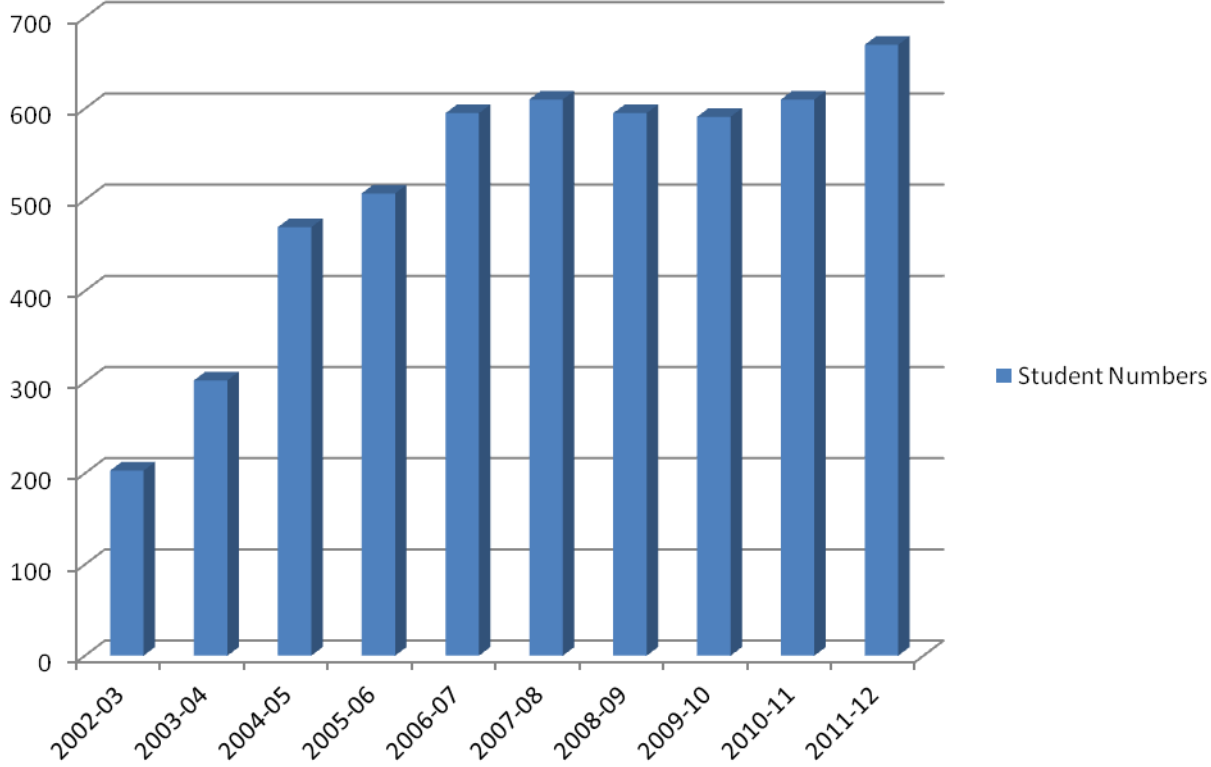
9. School, district and community barriers to improvements in student achievement:

Forest Charter School serves students in four counties, much of it rural and mountainous. Forest has set up learning centers where students may meet with their education specialists, take classes and participate in assessments and special programs. Barriers include the distance from which many students have to travel to these sites, the mobility of some of the student population and varying levels of parent buy-in to the assessment process and standards-based instruction. Finding affordable facilities in keeping with the regulations of SB740 funding guidelines has proven challenging. The old model of independent study did not utilize the advantages of a site; the FCS Personalized Learning Program has focused on the educational support through small group instruction classes, thematic cooperatives, and tutoring necessitating a reasonable facility.

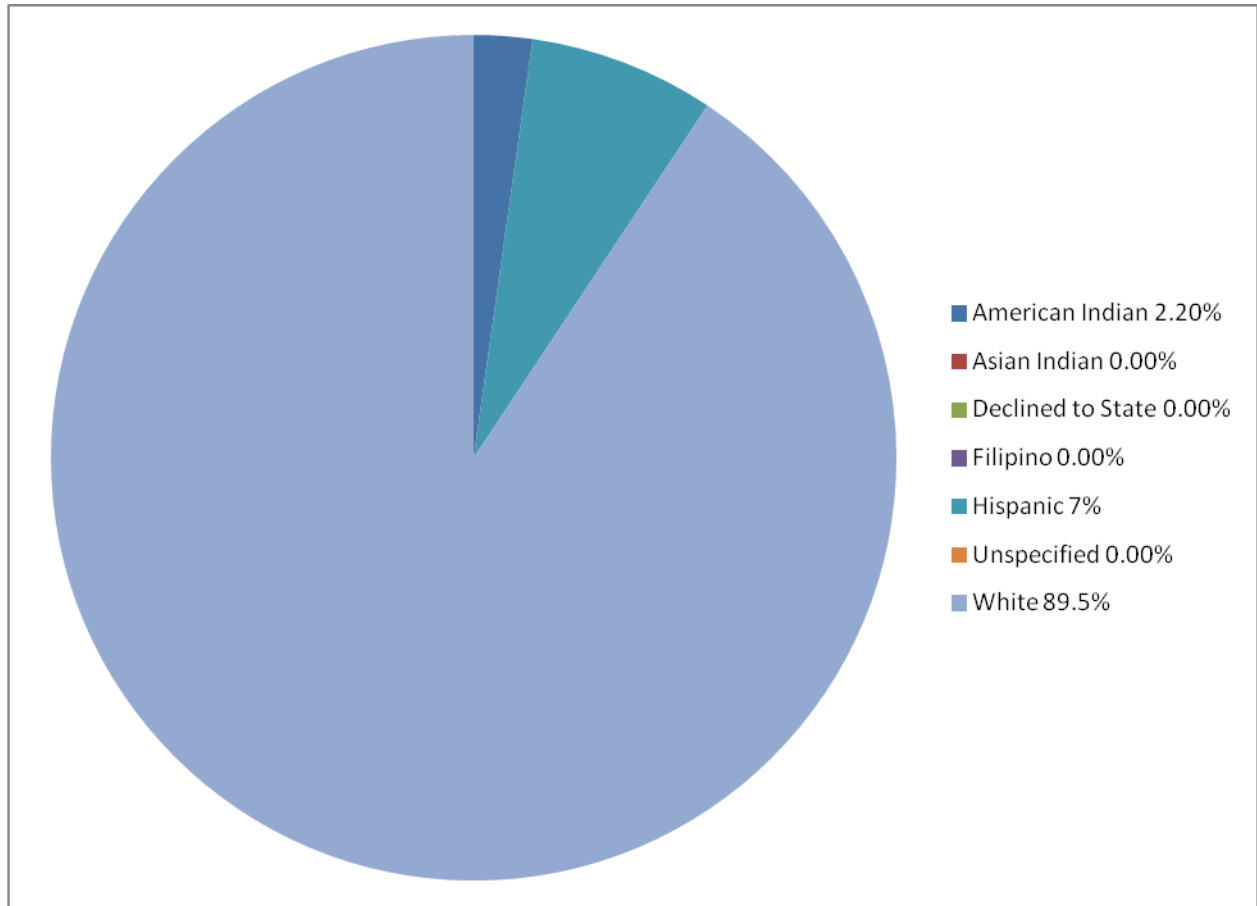
10. Limitations of the current program to enable underperforming students to meet standards:

By the very nature and intent of the Personalized Learning model, curriculum is modified for each underperforming student. This model allows for intervention and scaffolding for subjects and/ or for individual students. Programmatically, there are no true limitations to Forest Charter's ability to support underperforming students; however, the Personalized Learning model provides a limited amount of daily interaction with students. Therefore, to tap into the best of Forest Charter School's program requires students to be self motivated, organized and pro-active in their learning.

# Student Numbers



## Student Demographics 2010-2011



### Student Demographic Observation

The overall composition of students attending Forest Charter School has not changed dramatically. Expressed as a percentage of students enrolled, the only significant change in the last few years related to student demographics is the increase in the socio-economically disadvantaged (SED) students. However this number is beginning to level off. The number of SED students increased from 266 in 2009-10 to 284 in 2010-11.

## **School and Student Performance Data**

### *Student Achievement – Academic Performance Index (API)*

Forest Charter was not open in the 2001-02 school year; therefore no data exists upon which the 2002 API is determined. Therefore, Forest Charter School has accurate API reports for school year(s) 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010 and 2011.

- From 2008 to 2009 our API increased by 5 points (714-719)  
This year the Socio-Economically Disadvantaged students were numerically significant (n=101) and had a subgroup API score of 656. This score is well below the school's API score of 719.
- From 2009 to 2010 our API decreased by 3 points (719-716)  
This year the subgroup, White non-Hispanic, API score dropped from 726 to 719. The other subgroup, Socio-economically Disadvantaged actually rose from 656 to 672. However the combined scores resulted in a lower overall API score.
- From 2010 to 2011 our API increased by six points (715 to 721)  
Forest met the target growth of five points by increasing by six. This year the SED population API score dropped by 18 points. Despite this large drop Forest was able to increase its overall API score.

### *Numerically Significant Subpopulations*

Currently, Forest Charter School has two numerically significant sub-populations: White non-Hispanic and Socio-Economically Disadvantaged. Since the 2004-2005 school year, the SED population has continued to grow at a faster rate than overall enrollment.

*Student Achievement – Rankings*

<b>Year</b>	<b>Statewide Ranking</b>	<b>Similar Schools Ranking</b>
2008/09	5	1
2009/10	5	5
2010/11	4	2

*Student Achievement – Adequate Yearly Progress (AYP)*

<b>Year</b>	<b>Status</b>	<b>Criteria Met / Total</b>	<b>Reason</b>
2008/09	Made AYP	12/12	N/A
2009/10	Did not make AYP	8/14	Subgroups below proficient in Math & ELA
2010/11	Did not make AYP	8/14	Subgroups below proficient in Math & ELA

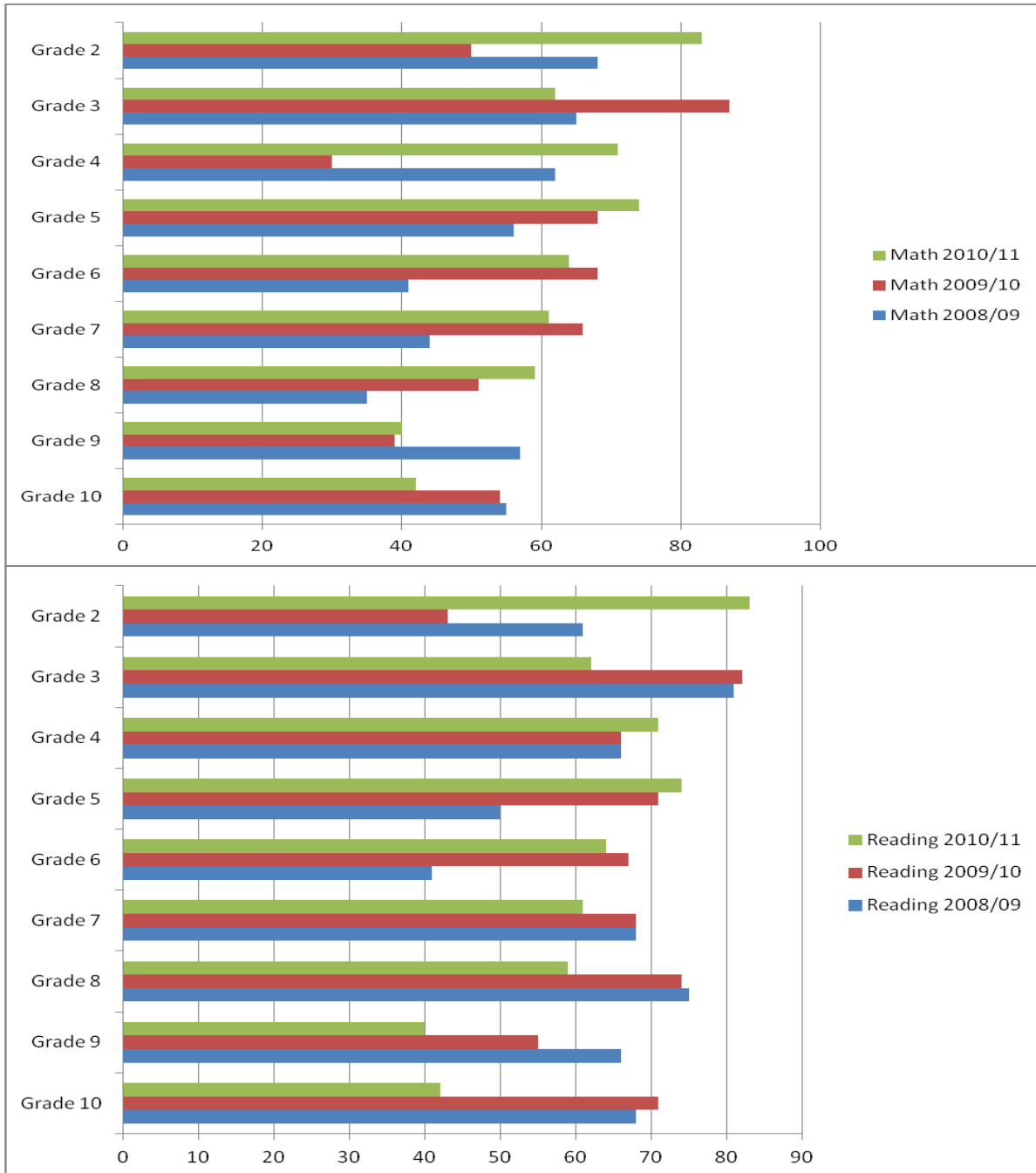
Forest made AYP for the 2008-09 school year. All AMOs were met. However, the percent proficient for the Socio-Economically Disadvantaged lagged behind the school wide results and the White (not Hispanic) levels in Math. ELA for the Socio-Economically Disadvantaged was very close to the school wide results.

Forest did not make AYP for the 2009-10 school year. Both sub groups (Socio-Economically Disadvantaged and White-non Hispanic) did not make the required proficient levels in both Math and ELA. Forest also did not make the target growth for API. Forest’s API score dropped by three points.

Forest did not make AYP for the 2010/11 school year making only 8 of 14 categories. In ELA all three populations (Schoolwide, White, SED) went up by two to three points from the previous school year. However in math all three populations went down. The schoolwide and white populations only decreased by only one percentage point. The SED population in math lost 14 percentage points. The reason behind the drop is that both subgroups (SED and White) did not make the required proficient levels in both Math and ELA. Forest’s SED population has continued to rise dramatically as did the State’s AMO.

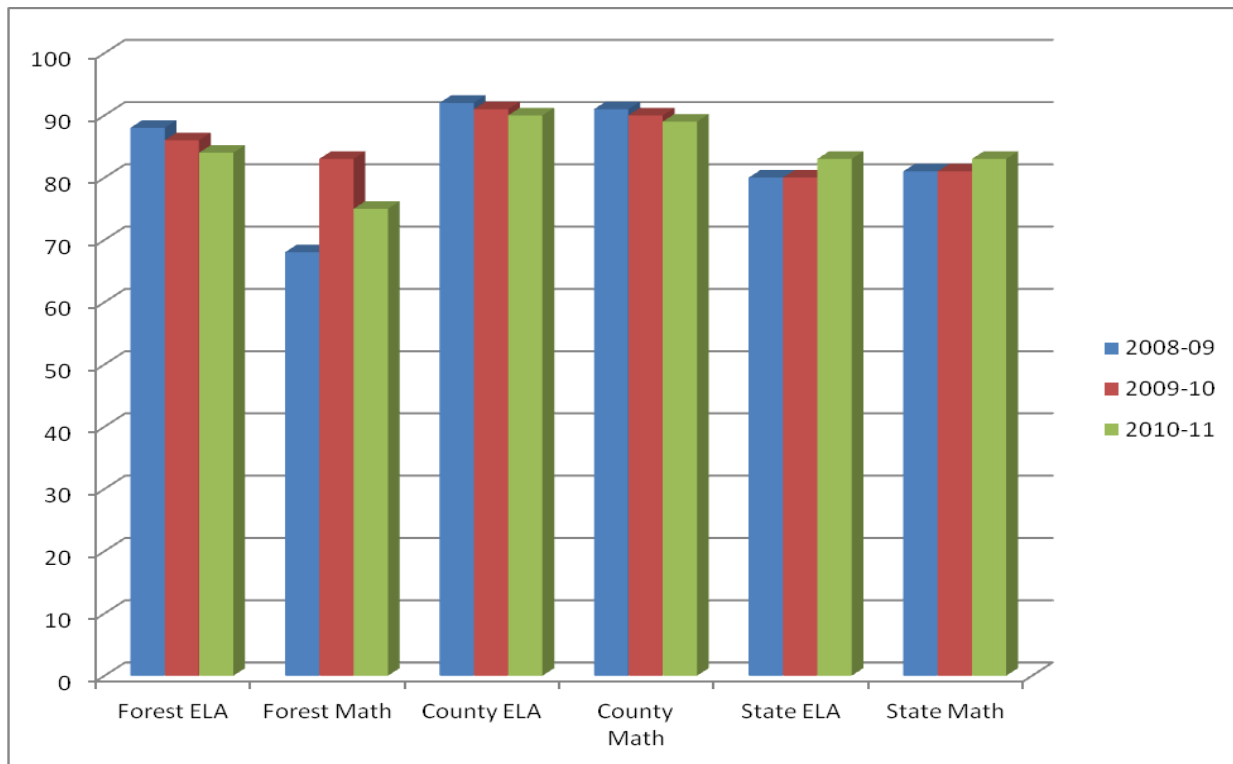
## Local Measures of Student Performance

Forest Charter School implemented EdPerformance as a local measure of student performance. The 2007-08 school year will provide the first year of longitudinal evaluation. Initial results indicate that math achievement lags behind the national normative population where English language arts achievement is at or above the normative group.



### California High School Exit Exam

For the 2008-09 school year, Forest exceeded the state in ELA, but not in Math and FCS did not attain the Nevada county pass percentage rate in CAHSEE results in both math and ELA. In the 2009-10 Forest once again exceeded the state results in both ELA and math. In the 2010-11 school year Forest once again exceeded the state results in English. However Forest was below the State in Math



#### Conclusions from Parent, Teacher and Student Input:

Teachers/Administrators agreed to focus efforts on math achievement. Parents and students would like to see enhanced block class offerings and increase tutoring intervention primarily in core subject areas. Feedback from families is overwhelmingly positive.

#### School Goals for Improving Student Achievement:

- Goal #1: Reduce the cumulative percent of students scoring Below Basic and Far Below Basic as measured by English Language Arts California Standards Test
- Goal #2: Reduce the cumulative percent of students scoring Below Basic and Far Below Basic as Basic as measured by Mathematics California Standards Test.

## School-Wide Action Plan

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and local measures of pupil achievement. The school administration analyzed available data on the academic performance of all students. Based upon this analysis, Forest Charter has established the following performance improvement goal, action and expenditures.

<p>GOAL # 1 for Improving Student Achievement: Reduce the cumulative percent of students scoring Below Basic and Far Below Basic as measured by English Language Arts California Standards Test          Student groups participating in this goal: All students in grades 2 -11          Performance gains expected for these students: Decrease of 5% in each grade level, average decrease of 5% school-wide.          Means of evaluating progress toward this goal: 2009 California Standards Test Results          Group data needed to measure academic gains: Cumulative percent and by grade level</p>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:          Utilize state approved and aligned assessment instrument (currently EdPerformance) to identify areas in need of remediation. Teachers will work with families to develop lesson plans which focus on standards linked to remediation need.</p>	<p>All Staff /           Pre-test in Fall 2010 – Post-test in Spring 2011</p>	<p>\$11/student for diagnostic</p>	<p>\$4000</p>	<p>Budget</p>
<p>Improvement of instructional strategies and materials:          Department Heads generate list of recommended text books and remedial supplements for students performing below grade level and subsequently at risk for Below Basic performance on CST. Focus instructional strategies based on diagnostic feedback.</p>	<p>Department Heads           Ongoing</p>	<p>Department Head Stipend          Grade level and subject.</p>	<p>\$10,000</p>	<p>Budget</p>

<b>Description of Specific Improvements to be Made in Educational Practice</b>	<b>Implementers/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Identification of Students:</p> <p>The Academic Dean will review the 2010 CST results and identify students performing Below Basic or Far Below Basic as determined on the ELA CST. This sub-population becomes the target population.</p>	Fall 2010	None	n/a	n/a
<p>Increased educational opportunity:</p> <p>Additional remedial course offerings. ES and parents create a plan for remediation, and frequent assessment to monitor growth. Developing online course options and resources.</p>	<p>Education Specialists and Department Heads.</p> <p>Ongoing</p>	Classes and/or tutoring	\$1500 annual cost	Remedial Funds and/or Single Plan funds.
<p>Staff development and professional collaboration:</p> <p>Ongoing training on use of standards based diagnostic and interpretation of results.</p>	Ongoing, professional development will focus on capacity building of staff.	No additional expenses incurred	n/a	n/a
<p>Involvement of staff, parents and community:</p> <p>Ongoing. Parent, student, and ES meet to develop plan to improve achievement of standards and thus performance on the CST and local measures.</p>	Ongoing, primary focus on collaborating with families.	n/a	n/a	n/a
<p>Auxiliary services for students and parents:</p> <p>Tutoring, Tailored Curriculum, Personalized Learning Plan</p>	Ongoing	Various	Variable	Student Budget

GOAL # 2 for Improving Student Achievement: Reduce the cumulative percent of students scoring Below Basic and Far Below Basic as measured by Mathematics California Standards Test  
 Student groups participating in this goal: All students in grades 2 – 11.  
 Performance gains expected for these students: Decrease of 5%, average decrease of 5% school-wide. Grades 2 -7 and General Math, Algebra I, and other math end of course test with numerically significant participation.  
 Means of evaluating progress toward this goal: 2009 California Standards Results  
 Group data needed to measure academic gains: Cumulative Percent

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Implementers/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>Alignment of instruction with content standards:</p> <p>Utilize state approved and aligned assessment instrument (currently EdPerformance) to identify areas in need of remediation. Teachers will work with families to develop lesson plans which focus on standards linked to remediation need.</p>	<p>All staff/  Pre-test in Fall 2010 – Post-test in Spring 2011.</p>	<p>\$11/student for diagnostic</p>	<p>\$4000</p>	<p>Instructional Budgets</p>
<p>Improvement of instructional strategies and materials:</p> <p>Curriculum committee generate list of recommended text books and remedial supplements for students performing below grade level and subsequently at risk for Below Basic performance on CST. Focus instructional strategies based on diagnostic feedback.</p>	<p>Department Heads  Ongoing</p>	<p>Department Head Stipend</p>	<p>\$10,000</p>	<p>Budget</p>
<p>Identification of Students:</p> <p>The Academic Dean will review the 2010 CST results and identify students performing Below or Far Below Basic as determined on the Math and ELA CST. This sub-population becomes the target population.</p>	<p>Fall 2010</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <p>Additional remedial course offerings ES and parents create a plan for remediation, and frequent assessment to monitor growth. Developing online course options and resources.</p>	<p>Education Specialists and Department Heads.</p> <p>Ongoing</p>	<p>Classes and/or tutoring</p>	<p>\$1500 for</p>	<p>Remedial Funds and/or Single Plan funds.</p>
<p>Staff development and professional collaboration:</p> <p>Ongoing staff development on use of standards based diagnostic and interpretation of results.</p> <p>Include authentic assessment or other alternative means to evaluate student growth.</p>	<p>Ongoing, professional development will focus on capacity building of staff.</p>	<p>No additional expenses incurred</p>	<p>n/a</p>	<p>n/a</p>
<p>Involvement of staff, parents and community:</p> <p>Ongoing. Parent, student, and ES meet to develop plan to improve achievement of standards and thus performance on the CST and local measures.</p>	<p>Ongoing, primary focus on collaborating with families.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>Auxiliary services for students and parents:</p> <p>Tutoring, Tailored Curriculum, Personalized Learning Plan</p>	<p>Ongoing</p>	<p>Various</p>	<p>Variable</p>	<p>Student Budget</p>

## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

### **Federal Programs**

#### **Elementary and Secondary Education Act:**

##### **Title I: Schoolwide Program**

**Amount: \$0**

##### **Title I: Targeted Assistance Program**

**Amount: \$0**

Forest Charter School does not receive any Title 1 funding.

##### **Title V: Innovative Programs**

**Amount: \$0**

#### **Other Federal Funds (list and describe):**

- **Title II: Staff Development Money (\$4000)**

Amount varies based on number of participants within district.

Title II Teacher Quality funding is available through the NCSOS Consolidated Application to help this school offset the costs of any new teacher participating in the Beginning Teacher Support and Assessment Program (BTSA).

#### **Total amount of state and federal categorical funds allocated to this school:**

- \$410 Per student

## SCHOOL CHARTER COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Director	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Matt Heaps				X	
Peter Sagebiel	X				
Debbie Carter			X		
B.J. Hatcher			X		
Pam Barram				X	
Cheri Ray				X	
Dan Thiem				X	
Linda Katz		X			
Steve Ross		X			
Paul Simoes			X		
Dakota Crider					X
Numbers of members of each category	1	2	3	4	1

## RECOMMENDATIONS AND ASSURANCES

The school charter council recommends this school plan and its related expenditures to the NSOS governing board for approval, and assures the board of the following:

1. The school charter council is correctly constituted, and was formed in accordance with governing board policy and state law.
2. The school charter council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school charter council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - \_\_\_ School Advisory Committee for State Compensatory Education Programs
  - \_\_\_ English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - \_\_\_ Gifted and Talented Education Program Advisory Committee
  - \_\_\_ Other (*list*) **Faculty Council**
4. The school charter council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in governing board policies.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school charter council on: \_\_\_\_\_.

Attested:

Peter Sagebiel  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Pam Barram  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date