Forest Charter School
Charter Renewal

2017–2022
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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Peter Sagebiel, hereby certify that the information in this petition for renewal of a California public charter school named Forest Charter School (“FCS” or the “Charter School”), as submitted to the Nevada County Office of Education (the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

- The Charter School declares it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(b)(6)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the
definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall meet or exceed the legally required minimum number of school days.
  [Ref. Title 5 California Code of Regulations Section 11960]

___________________________________________   _____________________
Peter Sagebiel, Executive Director    Date

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

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

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

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

Since opening its doors in 2002, Forest Charter School has experienced a great deal of growth. This growth not only indicates that there is a need in the community for this kind of personalized learning approach, but also demonstrates the quality of educational service being offered.

**Enrollment Plan**

Over its history, Forest Charter School has steadily grown in enrollment. When the school opened its doors on 2002, we began with 203 students and we have now grown to over 730 students. Currently, our enrollment is holding steady at approximately 730 students with a waiting list in Nevada City and Auburn/Foresthill. By next fall we hope to grow our enrollment to approximately 750 students by filling out our existing staff in Truckee.

After a thorough analysis, we feel that maintaining an enrollment of approximately 750 students provides us with a strong fiscal position which allows us to provide a variety of programs and supports for our students as well as a competitive salary and benefit plan for our staff. Further, we believe that this enrollment number allows us to maintain our close-knit community which supports the culture that, we feel, has led to our success.

In spite of this intent, if the Forest Charter School decides to expand and grow its enrollment in the future, FCS will re-evaluate the potential opportunity and the impact at that time to determine if growing beyond 750 students is the direction to take the school.
Student Numbers

Student Demographics

- American Indian 2.60%
- African American 0.60%
- Filipino 0.30%
- Hawaiian 0.30%
- Hispanic or Latino 4.40%
- Japanese 0.30%
- Puerto Rican 0.10%
- White 90.60%
- Asian Indian 0.60%
- Chinese 0.10%
- Mexican American 0.10%
Successes and Accomplishments of the Prior Charter Term: 2012–2017

- Awarded a six-year WASC Accreditation term in 2012
- Expanded our list of approved UC a-g class course list by over 20 classes
- Implemented Math, ELA and writing benchmarks for grades K-8
- Implemented a reading and writing benchmark for high school
- Implemented a system to monitor math progress and placement in high school math classes
- Hired a part-time Intervention Specialist to coordinate intervention efforts with struggling students identified by benchmark assessments and/or other means
- Hired a part-time math specialist to support students and staff as well as to support the transition to the new math standards
- Made Chromebooks available for students in grade 6-12 to support student learning
- Developed a math peer tutoring program
- Revised Supervising Teacher job description and end of year evaluation tool
- Revised Administrative job description and end of year evaluation tool
- Began a parent training program to support parents homeschooling their children
- Invested in a data analysis program and improved our data analysis process
- Moved to a new consolidated Learning Center in Nevada City
- Expanded our Learning Center in Truckee to take over the entire building (This is the former Sierra College building in Truckee)
- Expanded our program in Truckee to build our K-8 program – this program grew from approximately 60 students to approximately 100 students.
- Grew Enrollment from approximately 690 students to approximately 750 students
- Maintained a strong fiscal balance during the economic crisis
- Competitive salary and benefit package for our staff
- Increased Learning Center Instructor Salary and developed a schedule for increases
- Added department chairs: World Language and Homeschool
- Increased admin presence in Truckee and Foresthill learning centers
- Student success in county tournaments
- Developed an online PO ordering process for curriculum, materials, etc.
- Developed more curriculum to support STs and students and housed this curriculum in an online system for easy access
- Improved science facility/equipment to support labs
- Internet network upgrade at all learning centers
- Increased student event and club opportunities
- Improved safety plan
- College and Career Center Accomplishments
  - Established a direct contact with Sierra College to support our students taking classes there. This has also resulted in Sierra College providing admission presentations and counseling on an annual basis.
  - Forged relationships with numerous four-year colleges who will now send representatives to meet with our students
  - Made CTE opportunities available through Placer County
  - Developed a college advisory class to provide weekly guidance with college search and admission process
Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Appendix A: CDE DataQuest/2012-13 Accountability Progress Reporting):

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups.

Forest Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.
### Analysis of the Most Recent API Calculation

<table>
<thead>
<tr>
<th>Renewal Criteria</th>
<th>Criteria Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.</td>
<td>Yes: 2012 API 716, 2013 API 732. (note: 2012 API was under FCS’ old charter number)</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</td>
<td>Yes; 2013 rank of 4</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.</td>
<td>No</td>
</tr>
<tr>
<td>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.</td>
<td>N/A</td>
</tr>
<tr>
<td>Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(Source: CDE DataQuest, accessed November 29, 2016)

### B. Additional Justification for Charter Renewal

**State Assessment Results**

During the school’s last charter term, the State has changed from using the STAR tests to the new online CAASPP tests. We are proud that during this transition, Forest Charter School has managed to demonstrate growth in its State test scores in both formats. (Please note that there were no test scores in 2014 due to the transition to CAASPP testing.)
STAR Testing – Academic Performance Index (API)

During the 2011-12 school year, Forest Charter School was registered with the state under school number 29 10298 0114306. After chartering with the Nevada County Office of Education in 2012, our school number changed to 29 10298 0126219. Although our STAR score were split between these two charter numbers, we are still able to access our “old” scores. The graph below shows that in the last two years of STAR testing, our API increased by 16 points.
CAASPP Testing – Percent Proficient

In 2015 the state implemented the first scored CAASPP testing cycle. This new online assessment not only tests the students in a new format, but also has much higher expectations. We are pleased that the percentage of students who tested as proficient or above increased from 2015 to 2016 in both math and ELA. We believe that this increase is a result of our new intervention program as well as the professional development training for our Supervising Teachers.

![CAASPP Percent Proficient graph]

- **2015 Math**: 27.00%
- **2016 Math**: 33.00%
- **2015 ELA**: 33.00%
- **2016 ELA**: 48.00%
CAASPP – Comparison to State scores

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

2016 CAASPP ELA FCS VS. STATE
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)
CAASPP Scores by Grade Level 2015 Vs. 2016

The graphs below compare CAASPP scores in ELA and Math in 2015 and 2016. Again, overall scores have improved, but we hope to continue to bring more students up to the “met standard” level. To see the improvement in a grade level cohort, it is necessary to compare the 2015 score of one grade level to the 2016 score in the next grade level. For example, if we compare the math scores of our 2015 fourth graders to our 2016 fifth graders we can see that this cohort made gains in the percent of students who “met” or “exceeded” the standard. Although this comparison is not possible for some grades (i.e. 2015 eighth and eleventh graders), the graph still shows a general trend of improvement.
CAASPP ELA
2015 VS 2016
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>4th</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>5th</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6th</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>7th</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>8th</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>11th</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>
Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

The graphs below compare ELA and math scores for Forest Charter School’s student subgroups (students with disabilities and socio-economically disadvantaged students) in CAASPP testing in 2015 and 2016. Forest Charter School’s students with disabilities stayed mostly the same from 2015 to 2016 showing a slight increase in ELA and a slight decrease in math. However, both years demonstrate a need to improve testing scores within this subgroup. Socio-economically disadvantaged students showed a larger increase in the percent of students scoring at the “Standard Met” and above level in both ELA and math between 2015 and 2016. We are pleased with this growth, especially in the first two years of the new test, but we hope to continue this growth as our intervention program continues to develop.
Students with Disabilities
CAASPP Math 2015 & 2016
(Percent of Students in Each Performance Level)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th></th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Not Met</td>
<td>62</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>28</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Met</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Exceeded</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded
Socio-Economically Disadvantaged Students
CAASPP ELA 2015 & 2016
(Percent of Students in Each Performance Level)

2015
- Standard Not Met: 34
- Standard Nearly Met: 19
- Standard Met: 34
- Standard Exceeded: 14

2016
- Standard Not Met: 30
- Standard Nearly Met: 29
- Standard Met: 30
- Standard Exceeded: 11
Socio-Economically Disadvantaged Students
CAASPP Math 2015 & 2016
(Percent of Students in Each Performance Level)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Not Met</td>
<td>55</td>
<td>54</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>Standard Met</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Standard Exceeded</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>
K-8 Local Benchmark Results

Over the last few years, Forest Charter School has implemented local benchmark assessments in grades K-8 in math, ELA and writing. We have found this program to be very successful and helpful in identifying students who require more support through our intervention program. The percentage of students identified as Progressing (i.e. meeting the standard) is higher through our benchmark testing than we are seeing on the CAASPP test results. Due to this discrepancy we are investigating our benchmark assessments to ensure that they still require the depth of thinking and complexity that students encounter on the CAASPP tests. Further, beginning in the fall of 2017, we will change our scoring to match the CAASPP language making it easier to compare scores.
K-8 Local Benchmark-Math
2015-16 School Year


<table>
<thead>
<tr>
<th>Grade</th>
<th>Not Progressing</th>
<th>Progressing</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8%</td>
<td>71%</td>
<td>21%</td>
</tr>
<tr>
<td>2nd</td>
<td>11%</td>
<td>72%</td>
<td>17%</td>
</tr>
<tr>
<td>3rd</td>
<td>10%</td>
<td>62%</td>
<td>28%</td>
</tr>
<tr>
<td>4th</td>
<td>18%</td>
<td>77%</td>
<td>5%</td>
</tr>
<tr>
<td>5th</td>
<td>13%</td>
<td>71%</td>
<td>16%</td>
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<tr>
<td>6th</td>
<td>21%</td>
<td>69%</td>
<td>10%</td>
</tr>
<tr>
<td>7th</td>
<td>11%</td>
<td>66%</td>
<td>23%</td>
</tr>
<tr>
<td>8th</td>
<td>21%</td>
<td>74%</td>
<td>5%</td>
</tr>
</tbody>
</table>
K-8 Local Benchmark-Writing
2015-16 School Year

Not Progressing | Progressing | Excelling

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Writing</th>
<th>2nd Writing</th>
<th>3rd Writing</th>
<th>4th Writing</th>
<th>5th Writing</th>
<th>6th Writing</th>
<th>7th Writing</th>
<th>8th Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8 Local Benchmark-Writing</td>
<td>10%</td>
<td>25%</td>
<td>4%</td>
<td>5%</td>
<td>29%</td>
<td>69%</td>
<td>76%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Element 1: Education Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605(b)(5)(A)(iii)

For the purposes of this Personalized Learning program, Forest Charter School designates K-8 as Elementary and defines core academic subject areas as the following:

- English Language Arts
- Mathematics
- Social Science
- Science

Targeted School Populations

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

Forest Charter School will seek to reflect the general population group in the areas served. Forest Charter School will establish the means and ways for each family with enrolled students to participate fully with the support needed to access all curricula and programs. Forest Charter School, as a public school, does not charge fees or tuition. Further, FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race, ethnicity, national origin, gender, gender expression, gender identity, sexual orientation, disability or religion.
Forest Charter School will serve families who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. This program will focus on supporting the following student groups:

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

Attendance

Forest Charter School will follow the independent study laws regarding attendance as set forth in California Education Code including, but not limited to, instructional minutes and number of school days.

What it means to be an educated person in the 21st Century

Forest Charter School believes that being an educated person in the 21st century requires students to be more self-directed, discerning, and thoughtful. Students are now in the position of obtaining information instantaneously in several mediums; therefore, the task for schools to prepare students with the skills to discern credible sources is more critical than ever. Students must learn to not only use the technologies that are such a pervasive part of the world in which they live, but also how to safely and thoughtfully navigate these avenues. Further, due to the incredible pace with which the world is changing, students need to learn how to make learning a life-long, self-motivated pursuit. Students need to be able to think critically about issues, thoughtfully question ideas and opinions, and clearly communicate ideas as well as learn to self-advocate by maturely speaking with adults in a safe environment. By nurturing the talents and passions of our students, Forest Charter School will help them achieve the skills needed to be a functioning and contributing member of their community and their greater world.

General Academic Skills and Qualities

- Proficient in essential literacy skills
- Proficient in essential math skills
- Communication skills
- Understanding of the Scientific method
- Research/investigative skills
- Technological skills
- Critical thinking
General Non-Academic Skills and Qualities

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

How Learning Best Occurs

Mission Statement

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

Educational Philosophy

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

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

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

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

**Forest Charter School believes learning best occurs when:**

• Individual students learning styles, backgrounds, and needs are adapted to their educational program
• Students experience tasks that challenge them and require perseverance, craftsmanship, imagination, self-discipline, and achievement
• Students are actively engaged in learning experiences, which are integrated across curriculum areas and are meaningful within the context of their present and future lives
• Students are engaged in real-life studies, engaged with experts in their fields, and are working on authentic projects
• Learning opportunities provide information with which to ponder and experiment
• Students have time to reflect, synthesize and ultimately assimilate what they have learned

**Forest Charter School’s Program**

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

• Individualized programs
• Homeschooling support
• Cooperatives
• Small group instruction
• Tutoring
• Online courses
• Career Technical Education (CTE)
• Community college opportunities
• College and career classes and resources
• Field studies/Internships
Program Implementation (Framework for Instruction)

Student Enrollment

Forest Charter School values an enrollment process that informs students and families of the educational program and the expectation of this model. Currently, interested students and/or parents/guardian will complete the online form (on our website) to begin the enrollment process. New students are asked to come into the office for an orientation meeting. The purpose of this meeting is to give students and parents an overview of Forest Charter School’s personalized learning program, including program options and curriculum choices. At the conclusion of the orientation meeting, the family is given an enrollment packet that includes all the required registration. After the orientation meeting, the team assigns a Supervising Teacher to the student based on matched personalities, educational philosophies, and desired program instruction. Collaboration begins with the Supervising Teacher, student, and parent creating a dynamic educational team.

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

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

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

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

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

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

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

In addition, the Supervising Teacher assures that the work (i.e. curriculum) is aligned to the California state standards. If the Supervising Teacher deems that the curriculum chosen to support the student’s personal learning style does not meet all State standards, then the Supervising Teacher will supplement the course so that all standards are met. If necessary, the Supervising Teacher will consult with the appropriate Forest Charter School subject-specific department chair to ensure proper curricular alignment.

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

- Assess learning styles
- Assess student progress with assigned curriculum (formative assessment)
- Monitor student gains
- Assess student’s overall comprehension of assigned curriculum (summative assessment)
- Make recommendations regarding curriculum and materials
- Align curriculum to state standards
- Align curriculum to students’ interests and strengths
- Facilitate fieldtrips and other information from Forest Charter School
- Manage and monitor compliance issues, such as attendance, collection of work samples, and State testing
- Be the main contact and support for each student
On a daily basis, the Supervising Teacher supports students and families through making regular contact via phone, Internet, and face-to-face meetings. The Supervising Teacher checks on student progress by logging onto Forest Charter School’s learning management system, contacting instructors and checking in with students. The Supervising Teacher also monitors each student’s Instructional budget by working with the Forest Charter School business office to track curriculum orders that have been placed, fill out learning set-up forms for tutoring and enrichment activities, and monitor other costs associated with courses a student takes. The Supervising Teacher is also responsible for making sure families receive curriculum they request or order from Forest Charter School. In addition, each year, the Supervising Teacher must create a portfolio of student work samples for each student in preparation of Forest Charter School’s yearly audit. Two work samples per course per semester are required for the portfolio.

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

*Response to Students Performing Above or Below Grade Level*

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

*Program Options*

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

**Homeschool/ Independent Study**

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

**Independent Study:** Students and their parents rely on a Forest Charter School Supervising Teacher to guide and help structure a student learning plan that works for the student’s needs and learning style while still aligning to California state standards. Forest Charter School’s Supervising Teachers support each student to help him/her reach his/her potential. With an independent study student, the Supervising Teacher works with the student and family to identify the options that will best support the student’s learning and long-term goals.

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

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

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

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

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

Cooperatives K-12

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

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

The Supervising Teacher of each cooperative facilitates activities and oversees the independent study work students complete. Forest Charter School cooperative Supervising Teachers believe the sky is the limit in terms of students furthering study on topics of interest and they encourage students by helping them develop projects and other creative ways to approach their learning. During their time at home, students engage in one-on-one personalized instruction, while in the cooperative classes, students collaborate, cooperate, teach and inquire. Each cooperative focuses on a different theme such as but not limited to the environment, peace studies, or global issues. Students wishing to participate in these cooperatives are looking for the following:
• Inventive and challenging standards-based curriculum that encourages students to investigate, problem solve, collaborate, and make thoughtful decisions
• Hands-on, thematic projects requiring creativity and ingenuity
• A safe and supportive environment where each student’s gifts are celebrated
• Recognition of multiple intelligences in assessment and instruction
• A small learning community
• Have access to group and one-on-one tutoring
• Build close and lasting relationships with peers and teachers

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

*Online Classes*

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

• Have many different online core and elective courses available
• Be exposed to a wide variety of technology classes such as computer graphics, animation, computer game design, programming and web design.
• Have access to group learning and one-on-one tutoring opportunities.

*Community College (Academic Enrichment)*

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

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

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

**Employment Education**

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

**Community Vendors**

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

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

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

Chrome Books

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

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

High School Graduation Requirements and Course of Study

Forest Charter School believes in supporting a well-rounded education. In support of this belief, the School’s graduation requirements and course of study exceed the state’s minimum graduation requirements. Forest Charter School’s graduation requirements allow students maximum flexibility in choosing a course of study aligned with each student’s personal educational goals. Each student is encouraged to create a high school graduation plan by completing Forest Charter School’s Recommended Course of Study for College Bound Students. Forest Charter School’s Recommended Course of Study for College Bound Students is aligned with college admission requirements through the National Association for College Admission Counseling (NACAC), as well as the UC/CSU recommended course of study (Appendix B – High School Graduation Requirements).

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

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

Forest Charter School believes it is important for students to be introduced to topics in career pathway information before graduation. In keeping with this belief, Forest Charter School adopted two additional graduation requirements: a Career Advisory class and a Contemporary Skills class. The Career Advisory class is typically taken as a tenth grader and covers topics such as job skills, goals, skills assessment and an opportunity to explore potential career paths. The Contemporary Skills class is typically a twelfth grade class that focuses on real-world financial literacy, internet-safety, and a career component that prepares students to make future occupation and lifestyle choices. Forest Charter School feels that these classes promote well-rounded students who will be productive and successful adults in the work world or in college.

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

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

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

**College & Career Center**

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

English Learners

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

Forest Charter School will comply with all applicable state laws regarding English Language Learners, which currently includes the following:

- **Home Language Survey**: Forest Charter School will give each enrolling student the state-required home language survey.

- **CELDT (California English Language Development Test)**\(^1\): Within 30 days\(^2\) of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet) must be tested. Previously identified English Language Learners will be tested within 60 days. Yearly assessment is required until an ELL is reclassified as English Proficient.

- Any new student identified as an English Language Learner will be paired with a qualified Supervising Teacher who holds a CLAD, CTEL or BCLAD certification.

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

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\(^1\) All references in the charter petition to the CELDT will be understood by the Charter School and the County to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

\(^2\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
The instruction for the student will be primarily delivered in English, using such approaches as Specially Designed Academic Instruction in English (SDAIE). ELL students will also receive additional support, focusing on their English language development skills.

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

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

**Transferability of Classes**

Forest Charter School is WASC accredited, which offers a variety of benefits. This certification validates the integrity of a school’s program, assures that a manageable system of change and self-evaluation is ongoing, and heightens the likelihood that a school’s credits will be accepted by other public and private schools.

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

All coursework completed and credits earned at Forest Charter School offer full transferability to other public high schools and may be considered to meet college entrance requirements. However, final decisions regarding which Forest Charter School credits/courses to accept are up to the school to which the student transfers.

Parents are notified each year regarding the transferability of classes through Forest Charter School’s annual parent notification process.

**Special Education**

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

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

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

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

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

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Forest Charter School has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options and related services includes the following:
- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech and occupational therapy, and educational-related mental health services
- Placement in a Special Day Class for portions or all of the school day
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

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

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

Section 504 of the Rehabilitation Act

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, any necessary modifications to the plan, and if the student is still eligible.
Element 2: Measurable Student Outcomes

**Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. **Education Code Section 47605(b)(5)(B).**

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

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

The current LCAP is on file with the County and is also available on our website at http://www.forestcharter.com/cms/lib/CA01001575/Centricity/Shared/2016%20FCS%20FINAL%20LCAP.pdf. Forest Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Forest Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Forest Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School.

**School-Wide Student Performance Goals**  
*(Taken From 2016 Forest Charter School LCAP Expected Annual Measurable Outcomes)*

- Pupil Achievement
  - Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
  - API score – Currently no API score available. When the new state and/or federal accountability
measure(s) become available, we will meet or exceed such target(s), as applicable
• UC/CSU Requirement–Percent of students meeting the UC/CSU requirement will increase by 2%
• Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency
• EL reclassification rate – Maintain EL reclassification rate
• AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
• Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

Pupil Engagement
• Attendance rates – Maintain attendance rates of approximately 97%
• Chronic Absenteeism – Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
• Middle school dropout rates – Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
• High school dropout rates – Reduce high school dropout rate by 1% (from 10% to 9%)
• High school graduation rates – Increase high school graduation rate by 2% (from 90%–92%)

Other Pupil Outcomes
• The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%
• The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

School Climate
• Pupil suspension rate – Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
• Pupil expulsion rate – Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
• Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

Parental Involvement
• Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
• Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

Basic Services
• Rate teachers are appropriately assigned and fully credentialed – Have 100% of teachers appropriately assigned and credentialed
• Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
• Facilities maintained in good repair – Maintain the standard of our facilities
Implementation of State Standards
- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

Course Access
- Pupils’ access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

Measurable Student Outcome Affirmations
- Student benchmark skills will be assessed based on each student’s personalized learning plan in relation to the California state standards.
- The exit outcomes will align to Forest Charter School’s mission, curriculum, and assessments.
- Students will become self-motivated, competent, and life-long learners through self-assessment of individual and team goals.
- Forest Charter School offers a full menu of courses that meet the A to G admission requirements for the University of California and the California State University.
- Forest Charter School understands that exit outcomes and performance goals may need to be modified over time.

High School Graduation Requirements

Forest Charter School’s graduation requirements exceed the minimum state graduation requirements. Additionally, a great deal of time and thought has been invested toward creating additional graduation requirements that support Forest Charter School’s student performance outcomes, ESLRs, and mission statement. (Appendix B – High School Graduation Requirements)

WASC Accreditation

Forest Charter School is accredited by the Western Association of Schools and Colleges (WASC). WASC is one of six regional accrediting associations in the United States that accredit public and private schools, colleges, and universities in the United States.

The WASC website comments that “WASC values accreditation as a process designed to strengthen schools in the delivery of quality educational programs. Accreditation is important to schools as it impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students.”

In 2012, Forest Charter School went through its most recent WASC accreditation process and received a six-year term with a mid-term review. Currently, Forest Charter School is just beginning to prepare for its next WASC visit in March of 2018.
Expected School-Wide Learning Results (ESLRs)

Forest Charter School believes that many educational goals, although not objectively measureable, are equally valuable. By articulating the Expected School-Wide Learning Results, Forest Charter School places an emphasis on the whole student, and articulates academic and non-academic goals. Further, Forest Charter School believes that attention toward achieving the ESLRs will have an emotional impact on students that will ultimately translate into future success. With these considerations in mind, Forest Charter School has developed ESLRs that articulate qualities that students should strive to attain (Appendix E – Expected School-Wide Learning Results). Forest Charter School will update these ESLRs as part of the next WASC accreditation process.
Element 3: Student Progress Measurement

**Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)

Forest Charter School will meet all statewide standards and conduct all required state-mandated student assessments as required by Education Code §47605(c)(1). This includes but is not necessarily limited to CAASPP testing, PFT, CELDT and any other applicable requirement of state and federal law.

Further, by using a variety of traditional and non-traditional assessment methods to gauge student progress toward the academic and non-academic goals, Forest Charter School will maintain its focus on personalizing each student’s learning plan while staying true to its mission, exit outcomes, and curriculum.

School-Wide Student Performance Goals with Assessment Method

**Pupil Achievement**
- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When the new state and/or federal accountability measure(s) become available, we will meet or exceed such target(s), as applicable
- UC/CSU Requirement – Percent of students meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient – EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Assessment Methods** ➔ Forest Charter School will use the specific data available for each of these pupil achievement goals.

**Pupil Engagement**
- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1% (from 10% to 9%)
- High school graduation rates – Increase high school graduation rate by 2% (from 90%–92%)
Assessment Methods ➔ Forest Charter School will use the specific data available for each of these pupil engagement goals.

Other Pupil Outcomes
- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%
- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

Assessment Methods ➔ Forest Charter School will use State test results, benchmark testing, grades and information from any intervention data available.

School Climate
- Pupil suspension rate – Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

Assessment Methods ➔ Forest Charter School will use the specific data available for the suspension and expulsion rates. Forest Charter School will analyze both the objective and subjective (i.e. narrative) results from our annual staff and parent survey and provide a report to our Charter Council.

Parental Involvement
- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

Assessment Methods ➔ Ensure that monthly parent meetings with their Supervising Teacher continues, and check that the parent survey is sent out each year. Also provide results from the small surveys to the Charter Council.

Basic Services
- Rate teachers are appropriately assigned and fully credentialed – Have 100% of teachers appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards-aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

Assessment Methods ➔ Provide annual reports on credentialing, curriculum and facilities to the Charter Council.
Implementation of State Standards

- Implementation of State standards – Continue to train staff and to provide support to staff in implementing State standards and to include ELD standards

**Assessment Methods**

Track professional development and staff collaboration opportunities provided to the teachers.

Course Access

- Pupils' access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

**Assessment Methods**

Provide a report for the charter council tracking pupil access to required areas of study.

**Additional Assessments**

Forest Charter School believes that state mandated assessments are important to help maintain school accountability; however, Forest Charter School also recognizes that students are individuals who desire non-standardized approaches to education. With these considerations in mind, Forest Charter School also uses the following assessments to gauge student ability.

**Benchmark Assessments**

Over the last few years, Forest Charter School has piloted, developed and implemented the use of benchmark assessments in grades K-8. The 2015-16 school year was the first full year of K-8 benchmark assessments for both math and ELA; we will implement our first year of high school benchmark assessments during the 2016-17 school year. The purpose of this testing is twofold: First, FCS is working to assess the percent of student who are testing proficient or above on these assessments. Second, FCS wishes to identify students who are working below grade level and provide intervention and other support to bring each student’s math and/or language arts skills up to grade level. These benchmark assessments provide a first indication that there may be an issue and that we need to look more closely at what is causing a particular student to work below grade level standards.

**9th Grade Math Placement Assessment**

In order to ensure that all students are placed in the appropriate math class, the State has implemented a new 9th grade math placement assessment requirement. This assessment has provided FCS another opportunity to see what percent of our 9th grade students are working at or above grade level and what percent require more support to bring up their skills. Although this assessment is a new requirement for the fall of 2016, we imagine that it will eventually provide some interesting data regarding the preparedness and growth of our ninth grade students. We also hope to track the difference between those who attended FCS in grades K-8 and those students who came from outside K-8 programs.
Other Assessments:
Forest Charter School uses many informal assessments to determine the appropriate placement and course of study for students of all grade levels such as but not limited to the following: a variety of publisher-guided curriculum and assessments, teacher-created curriculum, as well as the Forest Charter School designed curriculum. Teachers also regularly assess student knowledge using tests, portfolios, long-term projects, presentations, speeches, essays, and online as well as college-level courses. Additionally, to ensure that Forest Charter School is also serving high achieving academic students who wish to go on to further educational pursuits, data collected from students who take SAT, ACT, and AP tests is analyzed to determine how these students are performing.

Use and Reporting of Data

Forest Charter School uses the data from the above assessment methods to refine and develop its personalized academic program. Currently, Forest Charter School is placing emphasis on the individual to determine if a focus on individual student skills will positively impact assessment scores. So far, we have seen positive results both on an individual level and in our State test scores. Forest Charter School is also starting to use a more powerful data analysis program that will allow the school to compile all of our various assessments and then compare and disaggregate the data with more detail, thereby providing a clearer picture of the school’s needs. (For example, it may be beneficial to track how students are testing based on things like longevity with the school.) This type of information could inform how Forest Charter School decides to approach a particular grade level and/or a particular subject.

Assessment data is reported to the staff during one or more regular staff meetings and to the Charter Council during its public meetings. This data is prepared for several required reports such as the Single Plan for Students Achievement, the School Accountability Report Card (SARC), the school-wide action plan, and the Local Control Accountability Plan (LCAP). These reports and results are presented to and, if necessary, approved by the Charter Council.

Various assessments are used to build a complete picture of each student, and from this information, the Forest Charter School team creates an education plan that best meets the needs and goals of each student.

Data Analysis

Forest Charter School is pleased that it has shown growth in both the no longer used STAR testing and the new CAASPP testing.

Forest Charter School is committed to performing well on state assessments; however, Forest Charter School must also mediate the needs and beliefs of our students and families who choose a personalized learning program. Forest Charter School believes in nurturing each student to foster an individualized love of learning. Through a personalized approach to education, Forest Charter School works to ensure each student will develop academic skills while also placing great value on non-academic skills.
Plan to Address Needs and Areas of Weakness

Intervention Program
As described earlier, Forest Charter School has developed a strong intervention program to assist students working below grade level. Students are given benchmark assessments in math and English Language Arts and their scores are recorded in our student information system. The intervention coordinator reviews this data, identifies students of concern and then connects with that student’s Supervising Teacher to determine what interventions are being implemented and if a more formalized program is needed. If a student is placed in a more formalized intervention program and still does not demonstrate growth, the Intervention Coordinator will contact Student Services to determine if a referral to special education is appropriate.

Other Intervention
Although not a formalized process, Forest Charter School Supervising Teachers intervene as part of our normal process of building a personalized learning program for each student. Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of Forest Charter School’s personalized learning program inherently allows Forest Charter School staff to respond to student learning and success throughout the year by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Forest Charter School Supervising Teachers also recognize that students have unique needs in each subject area. (For example a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, all students benefit by receiving a program tailored to their abilities as well as support from all available resources Forest Charter School has to offer.
**Element 4: GOVERNANCE STRUCTURE**

_Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)_

**Governance Structure**

Forest Charter School (or “Charter School”) will operate as a directly funded, independent charter school and as a California nonprofit public benefit corporation, which has recognition of its tax-exempt status under Internal Revenue Code section 501(c)(3). The Charter School has provided to the County a copy of its filed-endorsed Articles of Incorporation and corporate bylaws.

The Charter School operates autonomously from the County, with the exception of the County’s supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Additionally, to continue to ensure that the County will not be liable for any actions taken by Forest Charter School, the Charter School maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of insurance coverage shall be outlined in a Memorandum of Understanding (“MOU”) entered into between Forest Charter School and the County.

Forest Charter School acts as its own fiscal agent to the fullest extent of the law. Forest Charter School implements the provisions of the Charter Schools Act and applicable regulations that apply to charter schools.

**Charter Council**

The Charter School is governed by its Charter Council, which is comprised of parents, community members, and other individuals as described in the bylaws. Any amendments of the bylaws shall be adopted by the Charter Council and thereafter, be promptly provided to the County.

The Charter School follows a democratic election process in seating Council members. Any interested person can submit a letter of interest and be placed on a ballot. Council members are elected or appointed as specified in the bylaws (Appendix F – Bylaws of Forest Charter School).

Ballot boxes are available at all learning centers. Vacancies on the Charter Council are filled by majority vote of the remaining Council members until the next scheduled election.
The Charter Council’s major roles and responsibilities include but are not limited to the following:

- Establishing and approving all major educational and operational policies
- Approving all major contracts
- Approving the Forest Charter School’s annual and interim budgets
- Overseeing the Charter’s School’s fiscal affairs
- Approving salary schedules and new personnel based on the recommendations of the Forest Charter School administration.

The Charter Council is governed in its operations and its actions by its bylaws, which are consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The day-to-day management of Forest Charter School is delegated to the Forest Charter School Executive Director, an appointee of the Charter Council.

**Charter Council Meetings and Duties**

All meetings of the Charter Council comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (“Brown Act”). The Council meets at least quarterly, and Council meetings are noticed and held at a location within the jurisdictional boundaries of Forest Charter School. Notices, agendas, and minutes of meetings are recorded and retained by Forest Charter School at the administrative office and on the website. These records are accessible for public and County review upon request.

This Charter School complies with the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and applicable conflicts of interest laws, including the Political Reform Act.

A Political Reform Act compliant Conflict of Interest Code (Government Code Sections 87000 et seq.) has been adopted (Appendix G – Conflict Of Interest Policy). Charter Council members shall reveal all conflicts of interest as they arise in the course of Charter School business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual financial disclosure statements shall be required for all Charter School public officials, as consistent with the requirements of the Political Reform Act.

The Charter Council has retained independent legal counsel and has purchased and maintains, as necessary, general liability, property, workers’ compensation and unemployment insurance policies. The Charter Council may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Forest Charter or a third party
any of those duties. The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The School Executive Director

The Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student learning experiences. The Executive Director reports directly to the Charter Council and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees of the Charter School (Appendix H – Forest Charter School Organizational Chart).

The Executive Director is responsible for tasks including, but not limited to, the following three categories:

- School Governance
- School Community, Public Relations & Leadership
- Educational Program

Faculty Council (Teachers)

The Forest Charter School Faculty Council is an advisory council to the Forest Charter School Executive Director. Since the inception of the school, a collaborative and diverse team of Forest Charter School educators has met regularly to explore policy, state requirements, curriculum, program development, and many other school issues. Forest Charter School feels that by taking the time to gather perspectives from the various parts of the staff (i.e. teachers, administrators, and classified staff), a more thoughtful decision can be made and thereby avoid potential pitfalls inherent in implementing new policies, procedures and programs. This dynamic leadership team is positive and solution-oriented. Faculty Council makes recommendations only. Any recommendations that require Charter Council approval are taken to a scheduled Charter Council meeting for discussion and approval.
Element 5: EMPLOYEE QUALIFICATIONS

**Governing Law:** The qualifications to be met by individuals to be employed by the charter school.  
*Education Code Section 47605(b)(5)(E)*

The Forest Charter School Executive Director will possess leadership abilities and cooperatively develop and maintain the vision and direction of the school. The Executive Director will support the professional growth and successes of teachers and business personnel, who, in turn, support the academic and personal growth of their students. The Executive Director as the administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Forest Charter School will recruit and hire teachers for core/college prep classes who hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Forest Charter School will follow all Education Code requirements applicable to charter schools regarding teacher hiring. All teachers serving ELL students will hold an appropriate certification, e.g. CTEL, CLAD, or BCLAD certification, where such is mandated by law.

Forest Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All Forest Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at Forest Charter School and shall be subject to periodic inspection by the County.

Additionally, Supervising Teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in computer-based education as well as Internet navigation and resources
- Work well with a team
- Be able to design and to tailor curriculum for individual students
- Be able to support and guide parents in all aspects of their student’s education
- Be responsible for planning, monitoring, documenting and evaluating the progress of each student
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the school, and in the lives of the students and staff.

Forest Charter School will select and hire its own personnel (certificated, classified, and administrative). Forest Charter School may employ temporary or short-term personnel. Forest Charter School’s Executive Director will determine the qualifications and educational experiences for these persons. All non-instructional staff will possess experience and expertise appropriate for their position.
Compensation and Benefits

Forest Charter School will maintain a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Executive Director or designee. Annual cost of living adjustments will be made when school funding allows. Employees who qualify will be offered a health benefit package. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual's eligibility.
Element 6: HEALTH AND SAFETY PROCEDURES

_Governing Law:_ The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies and procedures that have been developed in consultation with the school’s insurance carriers and attorneys. These policies and procedures will address, but are not limited to, the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in public charter schools.
- A policy establishing that Forest Charter School functions as a drug, alcohol, and tobacco-free workplace.
- A policy for reporting child abuse, acts of violence and other improprieties as mandated by federal, state and local agencies, and annual mandated reporter training to all employees.
- A requirement that each employee of Forest Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.
- All personnel will receive Annual Bloodborne Pathogens Safety training.
- Forest Charter School will conduct yearly vision, hearing and scoliosis screenings. The Charter School will adhere to Education Code Section 49450 _et seq._, as applicable to the grade levels served by the Charter School.
- All personnel will submit proof of a risk assessment or examination (if necessary) for tuberculosis.
- A school-wide safety plan for response to natural disasters and emergencies, including fire and earthquake, which will be reviewed and updated annually.
- Forest Charter School will provide all staff members with emergency and first aid response every other year.
- A policy for addressing discrimination and sexual harassment for all employees, students, and parents in any combination thereof, including student-to-student.
- Procedures relating to the administration of prescription drugs and other medicines.
- A procedure to provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
  - A description of type 2 diabetes.
  - A description of the risk factors and warning signs associated with type 2 diabetes.
o A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

o A description of treatments and prevention of methods of type 2 diabetes.

o A description of the different types of diabetes screening tests available.

These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct all safety drills (e.g. lock down, fire drills) as required under Education Code Section 32001.
Element 7: RACIAL AND ETHNIC BALANCE

_Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)_

Forest Charter School will be secular in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, or any of the characteristics listed in Education Code Section 220. In addition, admission to Forest Charter School will not be determined according to the place of residence of the pupils, or of their parents or guardians, except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3.

Forest Charter School will accommodate pupils of all racial and ethnic backgrounds. It is expected that the diversity of the Forest Charter School population will reflect the diversity of the general population of the counties Forest Charter School serves.

An open enrollment policy will maintain a diversified balance among students of Forest Charter School. Any child, regardless of ethnicity, national origin, gender, disability, socio-economic profile, or any of the characteristics listed in Education Code Section 220 is equally welcome and eligible for admission. Forest Charter School will develop and distribute promotional and informational materials that appeal to the various racial and ethnic groups to ensure a balance among students that is reflective of the District.
Element 8: ADMISSION REQUIREMENTS

_Governing Law:_ Admission requirements, if applicable. _Education Code Section 47605(b)(5)(H)_

Students are considered for admission without regard to ethnicity, national origin, gender, religious affiliation, or any other characteristic as described in Education Code Section 220. Forest Charter School seeks to admit students ensuring that the educational program is appropriate and provides the least restrictive environment for students with an IEP. Admission to Forest Charter School will be open to any resident of Nevada County or the counties contiguous to Nevada County pursuant to Education Code Section 51747.3 who is of legal age to attend public school.

All prospective students and their parents or guardians will proceed according to the Forest Charter School Enrollment Policy, which, among other things, articulates the enrollment process, and procedures for a public random drawing (Appendix I – Enrollment Policy). A summary of the Enrollment Policy follows:

Families need to fill out the online form during an open enrollment period. Following the open enrollment period, interested students shall be counted to determine whether any grade level/general enrollment spot(s) has received more interested students than openings. In the event that this happens, the Charter School will hold a public random drawing (lottery) to determine enrollment based on the admission preferences articulated in our enrollment policy. Admission preferences shall be granted in accordance with Education Code Section 47605(d)(2)(B). This random public drawing will be held in a publicized, public setting on a publicized date.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be put on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of a future opening.
**Element 9: FINANCIAL AUDITS**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The County shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices for the Charter School. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director or designee will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter Council will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10: PUPIL SUSPENSION, EXPULSION, AND EXIT

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

In order to promote the learning and protect the safety and well-being of all students enrolled in Forest Charter School, school staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Policy may be amended as needed without the need to amend the charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the charter must and may be suspended or expelled, is attached (Appendix J – Suspension and Expulsion Policy and Procedures).

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. Forest Charter School will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee, with the student and his/her parent and whenever practical, the school employee who referred the student for discipline. The conference may be omitted if the Executive Director determines that an emergency situation exists in which the student’s continued presence in the program constitutes a clear and present danger to the lives, safety or health of students or school personnel. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given an opportunity to present his/her version of the events and evidence in his/her defense. Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Students recommended for expulsion are entitled to a hearing before the Charter Council. Written notice of the hearing shall be provided to the student and parent(s) at least ten (10) days prior to the hearing. Written notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offenses which relate to the alleged violation
- A copy of the school’s Pupil Suspension and Expulsion Policy
- Notification that the parent is obligated to provide information regarding the student’s pending expulsion hearing to the school to which the student seeks enrollment
• The opportunity for the student and/or the student’s parent/guardian to appear in person and to employ legal counsel or a non-attorney advisor
• The right to inspect and obtain copies of all documents to be used at the hearing
• The opportunity to confront and question witnesses who testify
• The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses

A recording of the hearing will be made and maintained. Findings of fact shall be based solely on the evidence presented at the hearing. Hearsay evidence is admissible, but a decision to expel will not be based solely on hearsay evidence. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.
Element 11: EMPLOYEE RETIREMENT SYSTEMS AND BENEFITS

*Governing Law:* The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. *Education Code Section 47605(b)(5)(K)*

Employees of Forest Charter School will participate in STRS, PERS, or Social Security depending upon each individual’s eligibility. The Executive Director or designee will ensure that appropriate arrangements for retirement coverage have been made. Forest Charter School will make all employer contributions as required. Forest Charter School will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.
Element 12: ATTENDANCE ALTERNATIVES

**Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No pupil shall be required to attend the Charter School. Students who reside within the District or County who choose not to attend the Charter School may attend school within the District or County according to District or County policy or at another school district or school within the County through intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
Element 13: DESCRIPTION OF EMPLOYEE RIGHTS OF RETURN

**Governing Law:** The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Persons employed by Forest Charter School are not also employees of the District or County. Employees of the District or County who resign from employment to work at Forest Charter School and later wish to return to the District or County will have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in the District or County after employment in the school that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the Charter Council. All employees of Forest Charter School will be individually contracted on an at-will year-to-year basis. The Executive Director of Forest Charter School will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the Charter Council. Forest Charter School will maintain an employee handbook detailing the rights and responsibilities of all employees.
Element 14: DISPUTE RESOLUTION PROCESS, OVERSIGHT, AND REPORTING

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter Council, shall be resolved pursuant to policies and processes developed by the school.

Disputes Between the Charter School and the County

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

The County shall not intervene in any such internal disputes without the consent of the Charter Council and shall refer any complaints or reports regarding such disputes to the Charter Council or its designee for resolution pursuant to the school’s policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Council has requested the County to intervene in the dispute.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Charter Council members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Charter School Executive Director and County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the County Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.
If this joint meeting fails to resolve the dispute, the County Superintendent and the Executive Director of the Charter School, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

**Oversight and Reporting**

The County may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Executive Director of the Charter School prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three (3) working days prior to the inspection or observation unless the Charter Council or Executive Director agrees otherwise. Regular, annual inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

The Charter School will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. The Charter School and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The Charter School will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.
Element 15: PROCEDURES FOR CLOSURE

**Governance Law:** The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(O)

Closure of Forest Charter School will be documented by official action of the Forest Charter School Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will promptly notify parents and students of Forest Charter School, the County Office of Education, the School’s SELPA, the retirement systems in which Forest Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parents and students of Forest Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Charter Council’s decision to close the Charter School.

The Charter Council will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Forest Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the County to store original records of Charter School students. All student records of Forest Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, Forest Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
As soon as reasonably practical, Forest Charter School will prepare final financial records. Forest Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Forest Charter School.

Forest Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of Forest Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Forest Charter School, remain the sole property of Forest Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the County or County property will be promptly returned upon Forest Charter School’s closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Forest Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Forest Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, Forest Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
IMPACT STATEMENT

Financial Statements

_Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g)_

Budgets

Forest Charter School will develop an annual budget, approved by the Charter Council. Further, a first and second interim budget revise will be developed by Forest Charter School and approved by the Charter Council. All budgets will include a budget narrative, a budget summary, a multi-year projection and a cash flow report. The budget reflects reasonable estimates of all anticipated revenues and expenditures necessary to operate the school. Forest Charter School will maintain a reserve fund balance as required by the county office of education (currently 5% of total budget expenditures). Expenditures will be clearly identified by source and reflect the school’s design plan and current market costs. Assumptions will include but not necessarily be limited to enrollment projections and revenues based on the School Services of California’s local control funding formula calculator. Additionally, Forest Charter School will identify clear expenditures for expected legal services, facilities and Special Education excess costs. Forest Charter School balances its budget based on state funding and not based on soft revenues such as donations. Please see the Appendix for the Charter School’s financial statements as required by Education Code Section 47605(g). These documents are based upon the best data available to Forest Charter School at the date of submission (Appendix K – Forest Charter School 2016-17 Adopted Budget; Appendix L – Forest Charter School Multi-Year Projections; Appendix M – 2016-17 Budget Narrative and Assumptions).

Long-Term Plan

Forest Charter School develops revenue and expenditure projections for a minimum of 3 years based on student growth projections approved by the Charter Council. Forest Charter School utilizes revenue assumptions provided by School Services of California’s local control funding formula calculator, which identify reasonable cost-of-living and possible funding reductions.

Financial Reporting

The Charter School shall provide reports to the County in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, and the CDE.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Forest Charter School may also develop an annual calendar of deadlines and reporting timelines to establish and align with County priorities. Based on this calendar, Forest Charter School will provide, at a minimum, the following reports:

- CalPads Report(s)
- Attendance Reporting
- Charter Council Meeting Minutes

Insurance

Forest Charter School will acquire and finance general liability, workers’ compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU. Coverage amounts will be based on recommendations provided by the County and the Charter School’s insurer.

Facilities

_Governing Law:_ The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g)

In order to support the many programs that are offered, Forest Charter School operates a variety of learning centers. Since some of these programs can change from year to year, the facilities that Forest Charter School leases may also change from year to year. Currently, Forest Charter School is leasing the following facilities:

**In County Facilities**

Nevada City Learning Center  
470 Searls Ave  
Nevada City CA 95959  
- 5 days/week  12 Month Lease
Truckee Learning Center
10725 Pioneer Trail
Truckee CA 96161
• 5 days/week   12 Month Lease

Out of County Facilities

Foresthill Learning Center
23221 Foresthill Road,
Foresthill CA 95631
• 3 days/week   10 Month Lease

Auburn Learning Center
11952 Masters Court
Auburn CA  95603
• 5 days/week   12 Month Lease

Forest Charter School acknowledges and agrees to follow the requirements articulated in education code 47605(a)(4).

• **Education Code Section 47605(a)(4):** After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter school’s charter.

**Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g)*

• **Memorandum of Understanding:** The details of the working relationship between the County and Forest Charter School delineated in a separate MOU. Forest Charter School will pay the County 1% of annual actual expenditures for actual costs of supervisorial oversight of the Charter School in accordance with Education Code Section 47613.

• Forest Charter School will purchase **Business Services** in order to support its business and fiscal business operations, including contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices as required by law. Currently, these services are purchased from the County and are separately agreed upon in a fully executed Memorandum of Understanding entered into between Forest Charter School and the County. Forest Charter School plans to continue this arrangement with the County, but reserves the right to purchase business services from a third-party provider through a separately agreed upon and executed contract.
Potential Civil Liability Effects

_Governing Law:_ Potential civil liability effects, if any, upon the school and upon the District. _Education Code Section 47605(g)_

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The bylaws of the Charter School shall provide for indemnification of the Charter School’s Governing Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
Additional Information

Amendments and Renewal

Any modifications or amendments to this charter shall only be made with the approval of the Forest Charter School Charter Council. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines as provided by Education Code Sections 47607 and 47605.

The Charter Council may request the County’s approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to expiration. The County agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605(b) and any applicable regulations.

Term and Revocation

The term of this Charter shall begin July 1, 2017 and shall expire on June 30, 2022. Forest Charter School shall initiate a subsequent renewal of the charter at least six (6) months prior to expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The County may revoke this Charter by a majority vote of the Governing Board of the County. Revocation of the Charter shall be based upon the criteria, process, and procedures set forth in Education Code Section 47607 and any applicable regulations.

Professional Affiliations

In addition to its WASC accreditation, Forest Charter School maintains professional affiliations with several organizations. These organizations provide information to keep Forest Charter School aware of all legal requirements as well as provide resources to keep our educational program on the leading edge of innovation.

Currently, Forest Charter School belongs to the following professional affiliations:

- California Charter Schools Association (CCSA)
- Personalized Learning Network (APLUS+)
- School Services of California (i.e. fiscal information)
- Charter School Development Center (CSDC)
School Report – API Growth and Targets Met
2013 Growth
Academic Performance Index (API) Report

School: Forest Charter
LEA: Nevada County Office of Education
County: Nevada
CDS Code: 29-10298-0126219
School Type: High

Direct Funded Charter School: No

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Met Growth Targets
Schoolwide:
All Student Groups: N/A
All Targets: N/A
2013 Statewide Rank: 4 2013 Similar Schools Rank: 1

Groups

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<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>24</td>
<td>No</td>
<td>724</td>
<td></td>
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</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>424</td>
<td>No</td>
<td>735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>207</td>
<td>No</td>
<td>695</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>53</td>
<td>No</td>
<td>596</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(An LEA is a school district, county office of education, or statewide benefit charter.)
**High School Graduation Requirements**

- 220 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Four years (40 credits) of English. (30 credits) Must be core English. (10 credits) May be English elective.</td>
</tr>
<tr>
<td>History</td>
<td>Three years (35 credits) of history/social science. Including one year (10 credits) of World History, one year (10 credits) of US History, one semester (5 credits) of Government, one semester (5 credits) of Geography and one semester (5 credits) of Economics.</td>
</tr>
<tr>
<td>Math</td>
<td>Three years (30 credits) of mathematics. Students must complete Algebra I either through the traditional two-semester course or through the four-semester A, B, C, D program.</td>
</tr>
<tr>
<td>Science</td>
<td>Two years (20 credits) of science. 10 credits must be in physical science and 10 credits must be in biological science.</td>
</tr>
<tr>
<td>World Language OR Visual and Performing Arts (VAPA)</td>
<td>One year (10 credits) of world language. Students can also meet this requirement by doing one year of a visual or performing art.</td>
</tr>
<tr>
<td>OR</td>
<td>One year (10 credits) of VAPA. Students can also meet this requirement by doing one year of a foreign/world language.</td>
</tr>
<tr>
<td>PE/Health</td>
<td>Two years (20 credits) of PE and one semester (5 credits) of health.</td>
</tr>
<tr>
<td>Contemporary Skills</td>
<td>One semester (2.5 credits) of Contemporary Skills.</td>
</tr>
<tr>
<td>Electives</td>
<td>55 credits of electives.</td>
</tr>
<tr>
<td>Career Advisory</td>
<td>2.5 credits of career advisory.</td>
</tr>
</tbody>
</table>
RTI Process – Early Intervention

Goal: To identify and support students in their academic needs

Tools for Early identification:
- ST observation
- Block Class Instructor observation
- Parent observation
- Benchmark assessments
- LGL or other online assessment
- Other assessments
- CAASPP test results

Possible Team Members for SST
- SST Coordinator
- Student’s Supervising Teacher
- Other Supervising Teachers
- (Department Heads, Other)
- Special Education Members

Process for SST Meetings

Preparation

- Student is referred to the SST Coordinator by ST with referral and documentation.
- Parent and Supervising Teacher fill out their referral forms before the scheduled meeting.
- Referring ST and SST Coordinator will hold a “who-to-invite” conversation to determine staff who can best support the student (by phone, email, or face to face).
  - First Meeting Team consists of ST, SST Coordinator, parent(s), and student.
  - Team may decide that meeting is best held without student in special cases.
  - In special cases a SPED team member(s) is invited if deemed appropriate.
- SST Coordinator will organize a meeting with the family and ST.

First Meeting

- Team meets to discuss concerns and prior supports/ modifications.
- Specific strategies and goals are created.
- Intervention(s) are listed identifying who does what in order to reach the goals.
- The SST team makes a preliminary decision on how to measure progress.
- Date and time are set for the second/ follow-up meeting.

Second Meeting

- Meet with “First Meeting Team” again.
- Possibly invite additional team members or get a written consultation from other staff.
- Discuss the student’s progress given the recommended intervention(s) and document results.
- Add new interventions if appropriate.
- Set an additional follow-up time/meeting.
**Third and subsequent meetings:**

- Meet again with original team and additional staff members if appropriate.
- Continue to assess progress with given interventions.
- If interventions are accelerating the student’s progress celebrate success and encourage student to continue working.
- If SST team and ST do not think General Ed interventions are helping student contact Special Ed staff.
- Invite appropriate Special Ed staff if appropriate.
- After this meeting, the SST team can decide to refer student to Special Education to assess if student qualifies for Special Ed services.
- Continue to offer SST meetings until student is accessing grade level education as measured by grades, benchmark or test scores, attitudes and engagement.
FCS Intervention Process

Student is struggling

ST creates modifications/ accommodations/interventions

Struggles continue

Next SST Meeting - Review progress and assessment data

No progress or some progress

SST team decides to contact Special Education for possible assessment

Student can access grade level curriculum

Exit
Expected School-wide Learning Results

• **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 chosen 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.
BYLAWS
OF
FOREST CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Forest Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 224 Church Street, Nevada City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amendment to this Section 1 to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Forest Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.
ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (or “Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be nine (9), unless changed by amendment to the Forest Charter School charter and to these bylaws. All directors shall
have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). The Board shall be composed as follows:

- Five (5) members will be parents/guardians with currently enrolled children
- Two (2) will be Education Specialists;
- One (1) will be a high school student enrolled in the school, and
- One (1) will be a member of the community.

The Charter School will strive to identify members with expertise in education, business, law, nonprofit management, and/or youth development. Further, in order to support a diverse board that represents the Charter School community, each family, at any one time, can have a maximum of one representative on the Charter Council.

The Forest Charter Council members seated at the time of incorporation shall become the initial nonprofit Board of Directors. The initial Board of Directors shall serve staggered terms of service of either one (1), two (2), or three (3) years as determined by the Board, and as recorded as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>STAKEHOLDER GROUP</th>
<th>EXPIRATION OF TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian</td>
<td>Parent/Guardian</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>Parent/Guardian</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>Parent/Guardian</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>Parent/Guardian</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Community Member</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Student Representative</td>
<td>Student Representative</td>
<td></td>
</tr>
</tbody>
</table>

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than forty-nine percent (49%) of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS’ TERM. Except for the initial staggered terms of service of the initial directors, as outlined in Section 3 above, each term of service thereafter shall be as follows:

- Parent/guardians shall serve a two (2) year term of service.
- Education Specialists shall serve a two (2) year term of service.
- Community member shall serve a one (1) year term of service.
- Student representative shall serve a one (1) year term of service.

Section 6. NOMINATIONS AND APPOINTMENT. Board members shall be appointed in the following manner:

- Parent members shall be elected by the school parent population, one vote per family. For the purposes
hereof, the term “parents” shall include stepparents and legal guardians.

- Educational Specialists shall be elected by all the Charter School end of month employees, one vote per end of month employee.
- The student member shall be elected by all the high school students enrolled in the school, one vote per student.
- The community member shall be appointed by majority vote of the entire Board.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency’s boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.
Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours’ notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours’ notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director’s address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation’s records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.
Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting

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1 This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

2 The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.
of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors’ resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all Board members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board or any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.
ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Forest Charter school Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors’ meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation’s principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.
The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer, also known as the Forest Charter School Business Director, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation’s properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation’s funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation’s directors are directors have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a),
including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS’ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a director. Any such inspection and copying may be made in person or by the director’s agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.
ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (to the members of the Board of Directors) at the time the annual independent financial audit of the Charter School is completed. That audit report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation’s revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation’s expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant’s report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation’s fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person” is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that
created Forest Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation’s Articles of Incorporation, or any laws.

**ARTICLE XVIII**
**FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Forest Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 7, 2012, and that these bylaws have not been amended or modified since that date.

Executed on February 7, 2012, at Nevada City, California.

____________________________________
Nancy Nobles, Secretary
I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Forest Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Forest Charter School (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”
An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. Statements of Economic Interests (Form 700) shall be filed with the Charter school’s filing officer. The filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board’s official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.
EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Executive Director of Charter School
C. Business Director of Charter School
D. Assistant Director of Charter School
E. Academic Dean of Charter School
F. Consultants³

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”

A. Not applicable.

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”

A. Contractor.

³ The Charter School Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.
EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity’s share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in Category 1.
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 (generally 5 by September 1) 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 and without a break in enrollment since that time, 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, ethnicity, national origin, gender, gender expression, gender identity, sexual orientation, disability or religion.

General Enrollment Procedure
Students wishing to attend Forest Charter School must fill out the online form on the FCS Website during one of the open enrollment periods. If a family is unable to fill out the online form, they may contact FCS by telephone for assistance.

In the case that there are more students who wish to enroll than there is capacity, enrollment will be determined by public random drawing. Preference in the public random drawing ("lottery") will be given in the following order:

1. Students who were enrolled in FCS in the previous year and are continuing their education with FCS
2. Children or grandchildren of Administration, office staff and Supervising Teachers currently working at FCS
3. Children or grandchildren of learning center instructors currently working at FCS
4. Siblings of those students already enrolled in FCS for at least 1 semester
5. Applicants on the waiting list who reside in Nevada County
6. Residents of the Chicago Park School District
7. All other applicants

Open Enrollment Periods for fall applicants and lottery
• February, March, and April – Beginning the first Monday of the month and ending the last Friday of the month that the office is open.
• May and June – Three (3) two-week enrollment periods will be held beginning with the first Monday in May. If necessary, an additional open enrollment period will be established for one week in June.

• If these enrollment period dates need to be changed, the new dates will be posted on the website, and at the main office.

• If there are more applicants than available spots for any open enrollment period, a lottery will be held the Friday that any enrollment period closes to determine who is eligible for enrollment and the order of the waiting list. The enrollment period will close the Friday that any enrollment period ends at 3:00 and the lottery will be pulled that same Friday at 3:30.

• If space is still available in August and beyond for current year enrollment, FCS will first offer enrollment to students based on the waiting list and then hold weekly lottery sessions every Friday as needed (i.e. when there are more interested students than there are spots available). The weekly enrollment period will close each Friday at 3:00 and the lottery will be pulled that same Friday at 3:30. Other students will be kept on a waiting list and FCS will contact these students in the order of the wait list to offer a space. To accept the enrollment space, the parent/guardian will meet with the administrator or designee and submit all required registration documents within the timeline described below.

Other Considerations

• In accordance with Education Code Section 51745(c), students who enroll with an existing open 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 enrollment.

• Due to FCS’ unique non-classroom based/ personalized learning structure, students who are under a current expulsion order from a previous school will require special consideration and may not be accepted.

• Due to FCS serving a large geographic area, enrollment space may vary based on the space available with the Supervising Teacher (“ST”) serving that specific 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 – Twins will be placed in the lottery as one student and 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 lottery list in the same position and the applicant next 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 the decline a spot unless there are two enrollment spots available at the time of declining.

Acceptance of Enrollment

• After a student has been drawn in the lottery, FCS will contact the family at the contact information provided on the online form. Once contacted by the school, the family has two business days to contact Forest Charter School and schedule the orientation meeting with the
administrator or designee in order to accept the spot. If Forest Charter does not hear from the family within these two business days, the enrollment spot will be given to the next student on the waiting list, and the student who was originally called will be moved to the next spot on the waiting list.

- FCS will attempt to contact a family for two different open spots in the school. After two attempts to contact a family with an open enrollment spot where the family does not respond to the school, the family will be removed from the waiting list.

- If a family declines an enrollment spot the student will be removed from the waiting list.

- Following the orientation meeting with the administrator or designee, the family will have three business days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three business days, FCS will offer the enrollment spot to the next student on the waiting list.

- 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.

**Wait List**

- Students will be held on the waiting list for one year. If a family wishes to stay on the waiting list for more than one year, the family will need to re-contact FCS and indicate their continued interest.

- Students will remain on the wait list from year to year in the same order as long as they re-contact FCS and establish their continued interest. However, at the end of each enrollment period, the list may be adjusted if a new applicant meets one of the articulated preferences described, above (e.g. the child of a staff member) that the original applicant does not.
This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Forest Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School administrators have reviewed the suspension and expulsion policies of Forest Charter School and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures process has been prepared to provide due process to all students. Adherence to the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school’s pupils and their parents/guardians.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment that all discipline policies and procedures are posted on the Forest Charter website and are available in hard copy upon request at the Forest Charter School office.

Each disciplinary case will be reviewed on a case-by-case basis. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be posted on the Forest Charter School website and be available in hard copy upon request.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law
mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. **Suspension Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unqualified, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.
At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Director or Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
2. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

   If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

   The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

   The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil
makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of
the complaining witness is not admissible for any purpose.

H. Students With Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with the law. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any
teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to
the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. **Special Circumstances**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

   a) The student's name
   b) The specific expellable offense committed by the student

A student expelled from Forest Charter School can appeal the decision of the Forest Charter School board to the Nevada County School Board. The Nevada County School Board will ensure that Forest Charter School followed all due process requirements.
L. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to re-admit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Executive Director following a meeting with the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. If the Executive Director determines that it is not in the best interest to admit the pupil, the pupil may appeal the Director's decision at the next board meeting in closed session. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.
FOREST CHARTER SCHOOL
Adopted Budget
2016-2017

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| **Total Expenses**  | **$6,816,786** | **$6,943,010**  |
| Net Increase/Decrease | **$83,170**   | **$(5,387)**    |
| **Beginning Balance** | **$2,514,604** | **$2,514,604**  |
| **Ending Balance**   | **$2,597,774** | **$2,509,217**  |

Charter Council Approved: May 24, 2016
FOREST CHARTER SCHOOL  
Multi-Year Projections  
CHARTER COUNCIL REVIEW OF STRS/PERS INCREASE

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<td>$6,985,312</td>
<td>$7,097,851</td>
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<td>Personnel Costs</td>
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<td>Certificated Salaries</td>
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<td>Certificated Increase/Decrease</td>
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<th>Program Costs</th>
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<td>Books and Supplies</td>
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<td>Services</td>
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<td>Capital Outlay</td>
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<td>Debt Services</td>
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<tr>
<td>Total Program Costs</td>
</tr>
</tbody>
</table>

| Total Expenses | $6,943,010 | $6,876,789 | $7,037,194 |

| Net Increase/Decrease | $ (5,387) | $108,523 | $ (29,343) |

| Beginning Balance | $2,514,604 | $2,509,217 | $2,617,740 |
| Ending Balance | $2,509,217 | $2,617,740 | $2,588,397 |

Narrative/Comments:
- **Year 1** Revenue based on SSC LCFF calculator and include one-time Mandate/Grant funds of $150,853; ADA at 720; Expenses reflect new hires equivalent to full time classified position and .4 FTE increase in 2 existing classified positions; New Auburn facility; STRS costs increased to 12.58%; PERS costs increased to 13.05%; Computer replacement & Curriculum rotation budget implemented; no COLA;
- **Year 2** Revenue based on SSC LCFF calculator; ADA consistent; Expenses include increase in STRS costs to 14.43%; Increase in PERS cost to 16.6%; 1/3 of laptops replaced;
- **Year 3** Revenue based on SSC LCFF calculator; ADA consistent; Expenses reflect STRS increase to 16.28%; PERS costs increased to 16.6%; 1/3 of laptops replaced.

Charter Council Approved: May 24, 2016
Summary

Governor Jerry Brown released his May Revise on May 13, 2016. This process is the final update to economic assumptions and revenue estimates prior to the required June approval and implementation of the 2016–2017 budget.

The May Revise reflects the Governor’s concern of an inevitable recession and shows his reluctance to approve any new programs that will increase state spending. The budget includes an increase to the Proposition 98 school funding guarantee of $288 million from the January budget projection. Key elements for Forest Charter School include the following:

- **Local Control Funding Formula:** Increased the “Gap” rate in the Local Control Funding Formula (LCFF) by $154 million from the January budget proposal. This increase will bring the LCFF to almost 96 percent of full implementation.

- **One-Time Block Grants:** Increases the per-pupil block grants by $134.8 million from the January proposal. This adjustment to our revenue will be reflected in our 1st Interim budget.

- **Teacher Workforce Grants:** Provides $12.5 million for grants to address the current teacher shortage. These competitive grant programs would be administered by the Commission on Teacher Credentialing (CTC) and support a four year program for new teacher credentialing.

Forest Charter School will continue to budget thoughtfully and responsibly, with input from our County Office of Education, our Governing Board and our staff.
Overview of Local Control Funding Formula (LCFF) and what it means:

Implemented in 2012–2013 by Governor Brown, the intent of the Local Control Funding Formula (LCFF) is to increase flexibility and accountability at the local level so those closest to the students can make the decisions and ensure that student needs drive the allocation of resources.

The basic design of the LCFF has been to eliminate most categorical programs and fund schools based on student demographics. Beginning last year, the LCFF provided 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.

The Local Control Funding Formula is committed to making up the cuts and lost COLA for schools by 2021. It is important to remember that the goal of the LCFF is to return school funding back to the 2007–2008 funding levels. With the approval of the May Revise, the Local Control Funding Formula will be almost 96 percent of full implementation.

So, what does this mean to FCS?

- In 2015–2016, the GAP Funding Rate was 51.97% and allocated $583,327 in additional funds to move us towards our “Target Rate.” In the 2016–2017 State budget, schools are scheduled to receive a GAP Funding Rate of 49.08%, which equates to $284,058 for FCS.

- As part of the funding received, $393,998 is generated as supplemental funds used to support our FRPM population.

- FCS is currently at 45.72% FRPM and EL and the “district with the highest percentage” in which we have a Learning Center is at 44.38%. Therefore, FCS does
not qualify for any concentration grant funding, even though we were eligible for Supplemental.

**Overview of Local Control and Accountability (LCAP) and what it means:**

The LCAP is an important component of the Local Control Funding Formula as it integrates input from stakeholders in collaboration with the school's action plan to formulate annual goals for all pupils, with specific actions to address state and local priorities. The LCAP focuses on the actual services provided to students plus accountability for the results achieved through increased and improved services.

Based on stakeholder input and our current action plan, FCS developed a 3-year Local Control and Accountably Plan that set annual goals for all students with specific goals for our FRPM population. The LCAP establishes two part-time intervention specialists for both English Language Arts and Math who will support all students and identifies additional resources to support tutoring, curriculum and other resources for our FRPM population. FCS is implementing various tools to establish viable benchmarks for our students. The current LCAP can be found on the FCS website at www.forestcharter.com

**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. The EPA is a component of the schools general purpose entitlement and totals approximately 21 percent of general purpose funding.

- 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 $1,025,111 in EPA Funding for the 2016–2017 school year, based on an enrollment projection of 750 students.

- Unless extended by voters, the .25 percent sales tax increase will expire in the 2016–2017 school year and the personal income tax increase to high earners will expire in the 2018–19 school year. A Proposition 30 extension is scheduled to be
one of 18 proposed measures for California voters to consider in November. This is the highest number of propositions on the ballet since 2001.

**Common Core State Standards (CCSS) – California State Standards**

The Common Core State Standards is an initiative that established a single set of educational standards for grades K–12. The goal is to provide a consistent and clear set of shared goals and expectations for the knowledge and skills students need at each grade level to be prepared to graduate college and career ready. CCSS has replaced the NCLB standards and is voluntarily adopted by states.

- California adopted the Common Core State Standards in 2010 (they are now simply called the California State Standards).

- Currently, there are only three states who have NOT adopted the Common Core State Standards, one state who only adopted ELA and three states who have withdrawn.

**Independent Study/Homeschool Demographics**

FCS has been analyzing our student demographics, identifying 20 percent of our student population to be Independent Study/Homeschool and residing primarily in the Auburn area, 50.36 percent of which are grades 9–12. In addition, 56 percent of our STs hold IS/Homeschool students on their current student roster.

**California State Teacher’s Retirement System (CalSTRS)**

The teacher’s retirement system was projected to run out of money by 2046; however, steps are in place to completely fund CalSTRS by 2045. Of the unfunded $74.4 billion shortfall, $47 billion will be funded by employers, $20 billion by the State and $8 billion by employees. The employer contribution rate is projected to increase from 8.88 percent to 19.1 percent over seven years. For the 16–17 school year, the employer STRS rate is 12.58 percent, approximately $54,000 increase over last year. This was not addressed in the State’s budget and, ultimately, will consume approximately 25 percent of the planned growth in LCFF funding at full implementation. The FCS Governing Board will be looking closely at options to offset the increase cost to the school’s budget.
California Clean Energy Jobs Act (Proposition 39)

Proposition 39 was implemented to complete eligible projects that create jobs in California by improving energy efficiency and expanding clean energy generation. FCS has received $163,152 in Prop 39 funds over the last three years and, working with PG&E and HY Architect, Inc. has submitted an Energy Plan to the State for approval. This plan is anticipated to replace the current HVAC system and provide energy efficient lighting at the Nevada City Learning Center.

Educators Effectiveness Grant

The Educators Effectiveness Grant (EEG) may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. FCS has developed and adopted a plan delineating how the funds will be spent and can be viewed on our website at www.forestcharter.com. Expenditures must be spent by 2018 and are subject to audit review. FCS received $58,954 in EEG funding in the 2015–2016 school year. The Adopted budget reflects the expense only.

Adopted Budget in Summary

Through the successful expansion of the Truckee cooperatives and an anticipated increase of Homeschool/Independent Study students in the Auburn area, the Adopted Budget is based on a total enrollment of 750 students.

Our Adopted Budget reflects the following:

1. Student Support:
   - Increase the Full Time Equivalent (FTE) by .4 for two classified staff positions in the Truckee and Nevada City Learning Centers, making each position full time.
   - Increase the Truckee assistant director position to a .9 FTE and .1 FTE for College and Career.
   - Shift in responsibilities to provide administrative support in the Auburn/Foresthill area. This position will be .4 FTE assistant director and .6 FTE ST responsibilities.
   - Rental of up to two office spaces in the Auburn area to provide Learning Center support. This space will allow STs to meet with families, hold SSTs, IEPs, tutor, etc.
• Implement a schoolwide seven (7) year curriculum rotation for our core curriculum used in Block Classes and Co-ops.

• Implement a schoolwide technology replacement program to provide students with the latest technology in Chromebooks.

• Continue to purposefully spend a portion of our ending fund balance to enhance student opportunities.

• Continued implementation of an Intervention Specialist for ELA and Math support for all students with a concentration on our unduplicated low income population.

2. Employee Support:

• Provide professional development for teachers and administrators in accordance with a locally developed plan to utilize the Educators Effectiveness Grant funds of $58,954.

• Implement a schoolwide PPO health benefit plan with a Health Savings Account (HSA) in an effort to provide the best possible health care option at an affordable cost to all benefit eligible employees.

• Increase CalSTRS employer contribution rate to 12.58 percent.

3. Schoolwide Support

• Continue to hold a separate Special Education Reserve

Multi-Year Projection

In our Multi-Year Projection and Budget Summary, revenues shown are current year revenue only, and do not include carryover funding from prior years. As we move forward and schools begin to meet and maintain their LCFF Target Rate, our Multi-Year Projections will be based on a more consistent revenue projection. Our Adopted multi-year projection identifies the following key points:

• In 2016–2017
  o Enrollment growth to 750
  o LCFF revenue based on School Services projections and LCFF Calculator
  o EPA Funding of $1,025,111
• New One-Time Block Grant funding of $150,853
• Additional CA Clean Energy (Prop. 39) funds of $54,384
• No COLA increase
• New lease to implement an Auburn Learning Center
• Increase in the employer contribution to CalSTRS from 10.73% to 12.58%
• Implementation of a 7-year curriculum rotation for our Block Classes and Co-ops
• Implementation of a technology replacement program to keep our Chromebooks updated
• Vacant classified position to provide support for school at full enrollment capacity
• Deficit spending at year-end of ($5,387) due to the Educator Effectiveness Grant budgeted as “expenditures only”
• Planned spending of ending fund balance
• Ending Fund Balance includes an “Additional Reserves” of $800,000 and a Capital Expense reserve of $300,000

• In 2017–2018
  • Consistent student enrollment
  • LCFF revenue based on School Services projections and LCFF Calculator
  • Increase in the employer contribution to CalSTRS from 12.58% to 14.43%
  • A balanced budget at year end
  • Capital Expense maintained at $300,000
  • Ending Fund Balance includes an “Additional Reserve” of $800,000

• In 2018–2019
  • Consistent student enrollment
  • LCFF revenue based on School Services projections and LCFF Calculator
  • Increase in the employer contribution to CalSTRS from 14.43% to 16.258%
  • Deficit spending at year-end of ($29,343) due to STRS cost increases
  • Deficit spending at year end of -$15,550 due to increased STRS/PERS costs
  • Capital Expense maintained at $300,000
  • Ending Fund Balance includes a “Additional Reserve” of $800,000

The Future of the FCS Ending Fund Balance . . .

For the last six years, we have identified, clarified and reviewed, on a monthly basis, the difference between the school Ending Fund Balance and Cash Flow.
Throughout the school year, the Charter Council will be looking at how to best incorporate these funds back into the working budget by defining one-time expenses that will enrich our program and support our students and teachers, such as:

- A continued contribution to Health Savings Accounts for all benefit-eligible employees
- Re-evaluate the FCS salary schedule for all employees to remain competitive in the job market and attract and retain personnel
- Purchase of student curriculum and materials
- A long term Capital Expense account to purchase school facility

**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 have been spent in accordance with the requirements
- The Education Effectiveness Grant will be part of the school’s audit to ensure that we are in spending accordingly and as outlined in our locally developed and Board approved plan.
- The California Clean Energy Jobs Act (Proposition 39) will be audited to determine if the expenditures were consistent with the plan and do not exceed the planning fund award
- 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)

**Enrollment**

The California Basic Education Data System (CBEDS) is an annual data collection, administered every October by all public schools, to collect information on student and staff demographics.
As displayed in the following enrollment graphs, our current CBEDS enrollment count in 2015–2016 is 23 students lower than at the same time last year.

Assembly Bill 1994 (AB 1994) requires Independent Study schools to hold the majority of their enrolled students in the county in which they are sponsored. Based on the current enrollment, 73 percent of enrolled students reside in Nevada County, meeting our mandated 51 percent In-County restrictions.

**Enrollment History:**

The enrollment numbers displayed in the following graphs are based on the schools CBEDS numbers, which are collected at the first part of October of each year.
**Enrollment by Grade:**

<table>
<thead>
<tr>
<th>Enrollment by Grade</th>
<th>07/08 CBEDS</th>
<th>08/09 CBEDS</th>
<th>09/10 CBEDS</th>
<th>10/11 CBEDS</th>
<th>11/12 CBEDS</th>
<th>12/13 CBEDS</th>
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<th>14/15 CBEDS</th>
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<td>Total Enrollment</td>
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<td>664</td>
<td>670</td>
<td>677</td>
<td>640</td>
<td>713</td>
<td>696</td>
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</table>

**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 percent 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 2014, FCS received a three-year 100 percent Funding Determination, which aligns to our charter renewal date. Our funding determination was based on the following information:

<table>
<thead>
<tr>
<th>Certificated Staff Costs</th>
<th>60.57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures on Instruction (+) allowable Facilities Costs</td>
<td>82.08%</td>
</tr>
<tr>
<td>Pupil to Teacher Ratio</td>
<td>25:1</td>
</tr>
</tbody>
</table>
• **Lottery Revenue**
  
  Unrestricted = $140 per prior year ADA  
  Restricted = $ 41 per prior year ADA

**Projected 2016–2017 Expenditures**

- Instructional Budgets to support personalized student learning:
  - Home School Students: $2000/year for grades K–12 (1st semester)
  - Block Class Students: $500/year for all grades
  - Co-op Students: Annual budget pooled within Co-op/all grades

- Certificated Staffing:
  - 1 FTE Director
  - 2.3 FTE Assistant Director (Truckee, Nevada City and Auburn/Foresthill)
  - 1 FTE Academic Dean
  - 34.8 FTE Supervising Teachers
  - 1.1 FTE College and Career Advisor (Truckee and Nevada City)
  - .6 FTE K-6 Math and ELA Intervention Specialist
  - .2 FTE 7-12 Math Intervention Specialist
  - Substitute teachers
  - Stipends: Department Heads, Mentor Teachers, Masters Degree, K-8 Block Class Coordinator, Learning Center Coordinator, County Academic Tournament Coordinator
  - Block Class Instructors (Budget based on historical trend)

- Classified Staffing:
  - 1 7.5hr per day Business Director/Supervisor @ 210 work days (exempt position)
  - 10 FTE 7.5hr per day Support Staff @ 210 work days
  - Block Class Instructors (Budget based on historical trend)
  - 1 FTE Vacant

**Payroll Costs:**

<table>
<thead>
<tr>
<th></th>
<th>STRS</th>
<th>12.58%</th>
<th>PERS</th>
<th>13.05%</th>
<th>Medicare</th>
<th>1.45%</th>
<th>Social Security</th>
<th>6.20%</th>
<th>Unemployment</th>
<th>0.05%</th>
<th>Workers Comp</th>
<th>1.35%</th>
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</thead>
</table>
**Health Benefits:**

FCS offers a High Deductible PPO Health Plan with a Health Saving Account to all eligible employees.

- FCS implemented a “tiered” benefit cap structure, providing a cap based on family demographics:

<table>
<thead>
<tr>
<th>PLAN</th>
<th>PER EMPLOYEE CAP</th>
<th>EMPLOYEE COST/MO</th>
<th>PLAN COST</th>
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</thead>
<tbody>
<tr>
<td>Employee Only</td>
<td>$4,562.28</td>
<td>$34.2</td>
<td>$4,972.92</td>
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<tr>
<td>Employee with child(ren)</td>
<td>$8,212.08</td>
<td>$61.59</td>
<td>$8,951.16</td>
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<tr>
<td>Employee plus spouse</td>
<td>$7,637.04</td>
<td>$275.28</td>
<td>$10,940.40</td>
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<tr>
<td>Employee plus family</td>
<td>$10,543.20</td>
<td>$406.07</td>
<td>$15,416.04</td>
</tr>
</tbody>
</table>

- Cash-In-Lieu is no longer offered to new employees and continues to decrease by $1000 per year to existing employees. However, qualified employees currently have the option to hold at $1000 Cash-In-Lieu.

- Dental and Vision Care are offered as voluntary plan options.

**Oversite and Business Services:**

- Cost of 1% County Oversite = $58,194
- Cost of 4% Business Services = $252,915

**Special Education:**

- Special Education continues to be a shared expense between the members of the Nevada County Charter Services Authority (NCCSA) offering a very efficient model for the delivery of special education services to our students
- The FCS special education annual encroachment projected in our Adopted Budget for the 2016–2017 school year is $353,100
- FCS will receive $249,897 in SELPA funding for 2016-2017 and an estimated $38,574 in Mental Health dollars
- Total projected special education costs = $641,571; a 12 percent increase over 2015–2016
- Health & Safety Aides: Cost to school = $58,988 (Not always tied to a student IEP)

**Cash Flow**

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