Laurel Tree Charter School
SELF-STUDY REPORT

4555 Valley West Blvd.
Arcata, California 95521

Laurel Tree Charter School District

April 19th -21st

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edition (2020-2021 SY Visits)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Laurel Tree Charter Schools staff broke into teams based on their area of interest and worked over the course of several weeks on one of the sections of the self-study. These drafts were shared with the other teams and additional input from the whole group was given at our mid-year retreat. The Lead Teacher took these drafts and did a final revision/formatting.   The Lead Teacher also wrote Chapters 1 and 2, as well as summarizing the group findings in Ch. 4 and 5.   The Board helped brainstorm and draft Self-Study section A. A draft of each section was shared via the Monday Note and parents were asked for their input and assessment of those sections.

Through these reflections we have realized what an exciting period of transition we are in. We are in the midst of creating a new kind of schooling and the main focus for our team will be to document and institutionalize these changes. We are integrating Sustainability and Forest School principles with academically rigorous instruction. We are preparing students for an unknown future. After the disruption of the pandemic we have the opportunity to reimagine school and refocus on our Five R's: Relationship, Relevance, Rigor, Responsibility, and Regeneration.   Continuing to clarify and measure what all students should know in relationship to these principles and goals will be the task of this next cycle of improvement.

As part of our reflection, we have analyzed the California Dashboard indicators as well as additional data to look for trends, areas of concern, and to make plans about student supports and resource allocation.

What follows is an overview and assessment of the entire school program. Where we are in implementing the Five R's, how that is impacting students, where we need to make improvements, and how we will do so.

The LCAP is our school wide action plan and the areas of need we identify are the basis for our goals. This puts them front and center in our continuous cycle of improvement in the LCAP process.

Chapter I: Progress Report

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

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

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

Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Curricular Changes

Since the last visit, we have continued to develop two new programs: Laurel Tree Wild and Forest Kindergarten. Both of these programs come out of our efforts to provide hands-on learning opportunities grounded in standards.   We restructured ideas we have long been practicing into a cohesive whole that reaches all of our students TK-8. In response to the pandemic, we experimented with a forest school model K-12.

In Laurel Tree Wild, students in grades first through eighth work in mixed age groups on five different projects throughout the year: Elemental Art, Watershed Explorers, Edible Education, Theater, and Community Classes. Each project is six or seven weeks long, uses hands-on learning around Common Core Standards, and culminates with a performance or product at our Potluck and Performance Community Events. Visit our website for more information on these exciting projects: https://www.laureltreecs.org/copy-of-beyond-the-classroom

Forest Kindergarten is an educational program for young children that takes place outside, in all kinds of weather and all kinds of ecosystems. It allows children to learn about their world through play and exploration. Teachers support learning with stories, songs, and activities that help develop a child's social, physical and emotional skills, as well as their academic skills. We offer a half-day program for Transitional Kindergarten and Kindergarten students. We track academic growth in students using the CORE Growth assessment program developed by the Humboldt County Office of Education. For more information on our program, visit the Forest Kindergarten page on our website: https://www.laureltreecs.org/forest-kindergarten

Due to the pandemic, we've also experimented with moving completely to a Forest School model. Last year, ten staff members signed up to take a year long practicum called Forest School STEAM through the University of San Diego. We began by working with Professor Caroline Baille on a

long-term plan to gradually move towards a Forest School Model for our Primary and a partial model up through eighth grade. Then the pandemic hit in March and we went from being shut down for the rest of the 2019-2020 school year to planning for an entirely outdoor model. We have partially been able to implement those plans during the fall when we were open two days a week and are about to reopen for the spring.. For more insight into how we've wrestled with the issues of moving school completely outside while still focusing on academic rigor, please read section three of our reflection journals from the Forest School STEAM course.
https://docs.google.com/document/d/1J-XgP1T-wdMKv7t5nVGwrdyjAtH7Ac-WFiIsFaTXJlY/edit

These programs feel like the next step in our ongoing evolution. We're taking things that we've been doing with kids for years and organizing them into cohesive, well articulated projects, based on standards and learning goals.   The Laurel Tree Wild project allows the teachers to teach the same unit (with variations) five times during the year. That allows for time to really get it right and makes teaching a project based class sustainable for teachers.

Our Forest Kindergarten project came out of a conversation about what was really appropriate for TK and K - and if we could really provide what we believed in.   Teachers began to research outdoor, play based learning and fell in love with the Forest Kindergarten concept.   Six staff members went to training over the summer for outdoor and sustainable education in 2017.   Violet asked to take the lead in creating the Forest K and sought out other training over the summer of 2017. She is now a certified Level 3 Forest Educator.

The high school team has increased the number of A-G Courses that we have developed.   This year we wrote an English Course based on the CSU Expository Reading and Writing model but through the lens of permaculture in order to bring academic rigor to outdoor teaching at the high school level. The team worked together to integrate math, science and English into a course based around permaculture. Here is a link to the A-G course:
https://hs-articulation.ucop.edu/agcmp#/courses/submission/e77b1d6d-27c5-4ab1-9e17-3fd4c8f963a0: 646

There were minor changes/increases in staffing, but the core teaching staff remains the same.   We continue to gradually increase our enrollment while maintaining a wait list. During the pandemic, the structure of our teaching teams changed. Normally, one of our strengths is the way we have a team of teachers working with a group of students all the way down to the primary level. This promotes collaboration and shared understanding of the students.   It allows teachers to specialize in one subject and teach it up and down the spectrum. It means that students have strong relationships with several teachers and know (and are known to) more of the staff.

During the pandemic we have had to move to one teacher and one aide for a group of 10 to 15 students, no mixing. It's a complete change from what we normally do. I look forward to discussions

at the next staff retreat about what this change has shown us about how we normally do things. Are there things about the new system that work better? Or does this show us that our old system was really the right path? Like so much about this pandemic, it's forced us to do things in a completely different way and will allow us to reflect on our systems.

Our Administrative Team is made up of all full-time staff.   We meet weekly to check-in on how students (and staff) are doing, talk about our teaching, handle administrative decisions and tasks, and deal with any problems that have come up. These meetings are also where we review CAASPP data and the LCAP (Schoolwide Action Plan). In addition to these weekly meetings, we meet twice a year at Staff Retreat to review student achievement and plan in response to that.   Teachers plan everything from the school schedule, student grouping, and curriculum development, based on our understanding of our students and their needs.

Revised Action Plan and LCAP Integration

We incorporated the findings of our 2015 self-study and the Areas of Critical Need into our LCAP goals.   The four areas of critical need are in bold.   Our plan for action on each follows. You can see what has been done around each goal over time.

1.   The teaching staff and administration team need to research and adopt a formal method of teacher evaluations which should be followed up by a structured professional development plan so that all teachers receive specialized support that meets critical academic needs of their students.

This has been made into one of our LCAP goals. We created staff evaluations at our Summer Staff Retreat and the Board approved our timeline for completing those evaluations. We are using the California Standards for the Teaching Profession as a self and peer evaluation tool. *Update 2017-18: We continue to use the evaluations and the timeline that we created.   This continues to be an LCAP goal. (see addendum A) This year we also began a school-wide observation to see what our programs look like from a student perspective. The goal of this was to identify and address school wide issues for groups of students. This report and the goals that came from it are attached as addendum B. This becomes part of our ongoing discussion on improvement and informs the changes we make in our LCAP (schoolwide action plan) and our professional development.* 2020-2021: This continues to be an area of need. The last two years have completely disrupted our emerging routine for staff evaluations. Even before the pandemic, we struggled with consistent follow-through on staff evaluations. This is an area where having an administrative team where everyone is teaching, instead of a single administrator makes things more complicated. We need to revisit this at staff retreat and look critically at why past plans have not consistently worked. We have not institutionalized a workable plan yet.

2.   The staff, Administrative Team, and board need to continue searching for a facility and internet services that would better meet the needs that are starting to surface as LTCS expands its educational programs into the 9-12 grade spans.

This is also an LCAP goal.   We have contracted with Greenway, a project management firm to help us find our new site.   We applied for and received the BIIG Grant to improve internet services. *Update 2017-18: We continue to work with Greenway to develop a new school site. We are currently negotiating for a piece of property in McKinleyville and are waiting to hear back from the lender. Our internet services have improved significantly and we have invested in computers for all our high school classrooms with our College Readiness funds (LCAP goal 5)   We have changed our facilities goal (LCAP, Goal 2) from acquiring a new site (since we have this in progress) to a safety and emergency preparedness goal, which we need to focus on.* 2020-2021: We have just purchased a four acre piece of land in McKinleyville and have made significant strides towards our vision of what a Forest School model will look like. We have also updated our Safety Plan and purchased safety supplies.

3.   The staff, A Team, and Board need to closely monitor LTCS's budget to ensure that appropriate state guidelines are met relating to the mandated reserve requirements.

We continue to meet monthly with the budget director at Northern Humboldt Union High School, our authorizing agency and our back office service provider.   We have begun a reserve account and are working towards having a 10% reserve within three years.   *Update 2017-18: We now have a cash balance of over $200,000 and a separate reserve of $90,000.   We have been able to add to our reserve and our cash balance yearly. This year we purposely spent into our cash balance in order to start our new Laurel Tree Wild, Forest Kindergarten, and Wit and Wisdom. There were significant, board approved, start up costs in order to purchase two vans, provide the professional development needed for teachers, and purchase the program and texts for Wit and Wisdom.   We should have our 10% goal met next year.*   2020-2021: We have $354,000 in our beginning balance. Northern Humboldt continues to be our back office service provider and helps us create and monitor our budgets and cash flow.   We meet the mandated reserve requirements. The purchase of land has depleted our reserves. They will be down to $208,000 due to that purchase, resulting in some cash flow issues for us this spring. Our three year projections show our reserve increasing again by next year.

4.   The school administration and staff adopt a formal assessment plan/program that annually assesses student outcome data, identifies critical academic needs, and ensures the modification of the schoolwide action plan so that improvements to the school program can be made in an effective and time-efficient way.

The staff researched programs at the Summer Staff Retreat. We purchased and have begun to use the

program recommended by our Visiting Team, I-Ready.   We tested all students in math and language arts at the beginning of the year. We will test mid-year and at the end of the year to collect data on all students' progress.   At our mid-year staff retreat we will reallocate services and support based on mid-year testing data. This is also an LCAP goal. *Update 2017-18: This is still in our LCAP, Goal 3: Curriculum.   We are modifying that goal this year to move from I-Ready as our assessment tool to the CAASPP and Core Growth. We are also implementing Wit and Wisdom to address Common Core standards in Language Arts instead of I-Ready.   We saw progress with I-Ready, but students were not engaged by it, and teachers were not directly involved in teaching it. We wanted to move away from a computer based program and towards a rigorous text-based approach that would be consistent throughout our 1st-8th program.*   2020-2021 We saw good progress with our Wit and Wisdom Program.   Our plans for testing have been completely disrupted for last year and this due to the pandemic. This goal needs to be back at the forefront as we move forward after the pandemic. We are planning on using the NWEA and Edmentum's Exact Path in the second semester to help get us back on track and have some measurable data moving forward.

Our schoolwide action plan is our LCAP. We revisit it, refine it, and use it to measure the things we are working on each year.   After our last WASC visit, we included all the Critical Areas identified in our LCAP and have been working on them ever since. Yearly, we review the LCAP:

> *As a staff at the mid-year retreat. This is where we generate proposed changes.

> *With the Board in January, and then again in April.

> *With the parents/students in February

> *With the Admin Team in the spring at Friday Staff Meetings as we incorporate ideas from the Board, parents, and students.

This year, there was no staff retreat in June and the LCAP was put on hold for a year. Our plan for this year is to wait until we complete the WASC Self Study at the end of February and use those findings as the basis of our LCAP revision.   Below is a summary of the LCAP as it was before the school shut down in March. The blue items are input from parents, staff, and board that were being incorporated for the update last year.   The green items are actions that we plan to make as a result of this WASC process:

Local Control Accountability Program: Goal, Outcomes, Actions

Goal 1: Students will attend school regularly.

Outcomes:

•   Increase our Average Daily Attendance from 92% to 96%

•   Decrease our percentage of Chronic Absenteeism (absent more than 10%) from 11% to 5%.

•	Increase the number of Attendance Meetings with family for chronic absenteeism from 40% to 80%.

•	Maintain our middle school drop-out rate of 0%.

Action 1 -Increase parent awareness of attendance policies and the importance of good school attendance by:

•	Including attendance policies in back-to-school mailings

•	Posting policies online

•	Sharing in the Monday Note

•	Discussing it at the first Potluck and Performance

Action 2 - Continue having office staff track Independent Study Packets. Office staff report on attendance problems weekly at staff meetings

Action 3 - Implement "Attendance Circle" with 80% of the students who are chronically absent. This meeting should result in an attendance contract. Maintain a full-time Behavioral Aid 2 to facilitate these meetings and work on reducing barriers to school attendance.

Goal 2: We will have a safe building and be prepared for emergencies.

Outcomes:

•	100% of our staff will be current in CPR and first aid. High School students receive training

•	Humidity rates between 40-60%. Mold levels monitored and appropriate action taken.

•	Emergency kits in all of our classrooms.

•	New safety plan written and implemented.

•	New building in the next two years.

•	Outdoor Wilderness Certification

•	Risk, Assessments Completed for Forest School

•	Emergency Plans for off campus.

•	Middle schoolers intro. To CPR, First Aid, Ocean Safety.

Action 1 - Certify 100% of our staff current in CPR and First Aid. Provide first aid training for our high school students.

Action 2 – Check humidity rates twice a year. Mold testing once a year and any needed action taken.

Action 3 - Emergency Kits accessible 100% of our students.

Action 4 - Maintain the new Safety Plan as required by the new state law. Review each summer at the staff retreat.

Action 5 - *Attend a conference in August on New School Funding.   Continue to work with Greenway*

Project Management to build a new site. Purchase Land, improve the buildings on-site. The following year, begin a Living Building project. Make connections with CCAT and Permaculture Guild.

Action 6 -Include students, staff, and school community in the planning of our new site through the Permaculture Design Project this spring.

Goal 3: Curriculum: Providing Support for All Students.

Outcomes:

•   Increase our CAASPP scores in English and Math by 3%

•   Have full implementation of Wit and Wisdom.

•   Use Dibels and Exact Path to track individual progress and target instruction.

•   Performance and Potluck Community Event to share student work and increase parent involvement.

•   Improve parent communication.

Action 1 - Continue to implement Wit and Wisdom with the addition of a phonics program in the younger grades. Staff training in a phonics program before school.

Action 2- Provide support:

•   Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support. (Small group RST, aide support in the classroom, reteaching, additional Resource Teacher, extra teacher to ensure small class size.)

•   Small group study halls to support assignment completion and independent skills acquisition.

•   A half-time math support teacher for high school students will continue to be provided. We will continue to have a full-time behavioral aid, a .2 school psychologist and .4 speech pathologist. These actions will support our unduplicated students (low income) which make up over 50% of our population. We will add a social work intern from HSU and develop a school-wide screening.

•   Use Dibels and Core Growth to assess growth in K-4, and NWEA to assess growth in 5-8. Use Exact Path from Edmentum to teach specific skills that are identified by the NWEA in 5th-8th grade.

•   Follow the Performance Indicator Review Plan we created to increase participation rates for CAASPP testing.

Action 3 – Continue with Laurel Tree Wild Potluck and Performance as community events and showcases for student work.   This a community building event where information is shared with parents and input on school decisions is solicited.

Action 4 – Survey parents yearly about school community, safety, and input on LCAP goals.

Action 5 – Provide parents with a student schedule, a home room teacher connection, and information about curriculum used in classes.

Action 6 - Have a back-to-school night in the fall.

Action 7 – Send parent postcards home on Fridays and keep track of parent contacts.

Action 8 - Send a teacher to training on English Learner Testing and begin to develop our plan to use CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Action 9 - Review and reflect on structures, traditions, and spaces that support student social and emotional well-being and academic success at the Staff Retreat. Plan for next year with a renewed emphasis on those things that we identify. Plan for renewed training and inclusion of our restorative practices and mindfulness, school-wide.

Goal 4: Providing a Rich and Rigorous Curriculum

Outcomes:

•   Implement Common Core Report Card kindergarten through fourth grade.

•   Integrate Common Core standards within project based learning.

•   Purchase state standard aligned instructional materials.

•   Reduce suspension and expulsion rates through Restorative Practices and Mindfulness.

Action 1 - Continue to implement Forest Kindergarten Program with Common Core aligned assessments used to plan instruction and intervention. Expand our Forest Kindergarten Program to two classes and integrate it into first grade. Get certification for ten members of our team in Forest School Practices. Create "interdisciplinary teaching teams" around PK-1, 2-4, 5-8, 9-12 that work on ways to include STEAM in our outdoor learning.

Action 2 - Continue to use our Staff Retreat week in June to develop and refine rich and rigorous curriculum units using Common Core standards around project-based learning. High School teachers continue to develop A-G elective and science classes. This year, each of our ten Forest Practitioners will create a six-week unit that incorporates STEAM into outdoor/project based learning.

 Action 3 - Continue to purchase materials and supplies that support Common Core in our classrooms, to ensure that we have sufficient state standards-aligned instructional materials, and experiences that support real learning through travel and theater.

Action 4 - Combine Forest School, Permaculture and Common Core objectives for each group and subject with a framework of skills and assessments. Check for racial equity, accessibility and inclusion in all levels of the curriculum.

Action 5 - Create a consistent list of assessments that we use at each level. Decide how many times a year the data will be collected and what it will be used for.

Action 6 - Designate an assessment coordinator.

Goal 5: College Readiness

Outcomes:

•   Increase the number of A-G courses that we offer.

•   Increase the percentage of students who concurrently enroll in courses at College of the Redwoods.

•   Increase the percentage of students who apply to college or training programs.

•   Increase the number of computers available to high school students.

•   Increase our graduation rates.

Action 1 - Pay stipends to teachers to write science A-G courses and elective courses during the summer.

Action 2 – Counseling:

•   Continue to have the Academic Counselor position to oversee the concurrent enrollment process and support students in their first classes at College of the Redwoods.

•   Teach a unit on college and career in high school English classes that results in an application to college or technical school.

Action 3 - Creating a culture of college-going:

•   Teach unit on applying to college as part of our high school English classes. (Fall 2019)

•   Provide field trips to colleges for high school students. (Fall 2019)

•   Provide job shadowing opportunities or community service requirements for high school students.

•   Provide opportunities to take the PSAT and the SAT for our high school students.

•   Begin to track the number of students who participate in and demonstrate preparedness for college through the Early Assessment Program (EAP)

•   Provide information from Career Frontiers to our high school students.

Action 4 - Continue to maintain and repair computers so that all high school students have access to computers in all their classes.

Goal 6: Improve Teacher Evaluations and Professional Development (Governance?)

Outcomes:

•   Review and improve the teacher evaluation tool yearly.

•   Evaluate the staff yearly.

•   Teacher goals written yearly and used to create a professional development plan.

•   Duties reviewed annually and contracts updated.

- Policies. Handbook, and Mission updated to reflect restorative practices and Forest School ideas.
- Board training maintained.

Action 1 - Modify our tool to be a Professional Development Badge. Incorporate a focus on observing each other implementing Grace Dearborn's classroom management strategies.

Action 2 - Write goals at staff retreat which are part of Teacher Evaluations.   Plan staff development based on goals and program needs.

Action 3 – Review contracts, duties, and expectations annually at the Staff Retreat.

Action 4 – Develop a list of any teachers that are not appropriately assigned or fully credentialed and create a plan to bring us into full compliance.

Action 5 - Provide governance training for our School Board every other year.

Action 6 - Review and update of Board Policies with the School Board over a three year period.

Action 7 -Review and update LT A-Z and Employee Handbook at Staff Retreat.

Action 8 -Revise the mission statement to include ideas of restorative justice, Forest School and permaculture.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information.

Our Story

Laurel Tree is a teacher-run K-12 school with 163 students. Our mission is to create a sustainable model of education which provides all students with accessible curriculum, based on college preparatory standards while developing life and social skills in a mixed age setting. We are a teacher-run school with a focus on sustainability. Through programs like Laurel Tree Wild and Forest Kindergarten, we work to bring hands-on learning to our students, but with a foundation in academic standards. We use our LCAP as our goal-setting tool and our schoolwide action plan.

Laurel Tree Charter School began twenty-seven years ago. The school started in Brenda's house with seventeen children that first year. The idea was to create an amazing education and magical childhood for her own children and some of their friends – to be able to do more than a regular school could, to be able to get out and into the community, to provide a real world education. We read, and cooked, and traveled, and explored the community. The kids grew, and so did the school. We kept adding teachers and students. We moved seven times to accommodate our growing population.

We didn't have a particular philosophy in mind. We weren't Montessori or Waldorf (although I'm sure we used some of their ideas), we'd never heard of Forest School, and we weren't really homeschoolers. Slowly, over time, we developed a vision of what we believe about education. We evolved. We were a learning center under the umbrella of Pacific View and then Mattole Valley Charter for a number of years and then wrote our own charter and became independent under the authorization of Northern Humboldt Union High School District in 2011.

We got grants and training along the way to help with the development of our vision.   The Pac-Tin grant in 2010 brought us enough funding to get training towards Creating a Sustainable School. Many of us got our permaculture certificate and took coursework in Facilitation, School Gardens, and Creating Sustainable Communities. We sent a team to the Alice Waters Edible Schoolyard program for training in 2016.   Another group of six teachers went to training in Portland on Permaculture for Educators in 2017 and our kindergarten teacher got her certification in this new thing called Forest School. Slowly we've been building our expertise and knowledge base and moving towards a new kind of education, but one that builds on what we've been doing all along.

Currently, Laurel Tree is a kindergarten through twelfth grade school with a focus on sustainability and community. We are a free public school, open to all. 81% of our kids go on to college. Many of them attend College of the Redwoods concurrently while still enrolled at Laurel Tree. Teachers work in teaching teams and handle the administration of the school collectively. We focus on community skills such as mediation, mindfulness, and restorative justice, as well as the Common Core Standards and the National Standards for Sustainability. We have been accredited by the Western Association of Schools and Colleges (WASC) since our chartering and received a six-year with a mid-cycle check in on our last visit.   We are members of the Charter School Development Center.

In the last three years we have begun a Forest Kindergarten program – the only public school program of its kind in the U.S.   Our kindergarten teacher is certified as a Level 3 Forest Practitioner. This year, ten of our staff took Forest School STEAM (science, technology, engineering, art, and math) training from the University of San Diego. This year-long practicum will allow us to continue to blend outdoor learning with rigorous academic standards for all our students.

After years of renting in Arcata, we are ready to build a school site that reflects our vision and facilitates our mission. We plan to create a school that looks more like a community than an institution; one that has learning spaces both inside and outside, that facilitates learning experiences in the community as well as the classroom, and that provides spaces for whole group and small group work.   We envision spaces designed for mixed age groups to work and play together, along with science labs, a library, and kitchen classrooms.   Gardens, food forests, and natural play spaces are as important to us as classrooms and computer labs. Raising animals, restoring habitat, and working on community projects are part of our planned curriculum.   We plan to create a school that is net zero, that generates all the energy that it uses, and that uses the idea of a tree as its model by generating its own power, creating habitat, storing water, and improving the community. This site will provide healthy spaces for kids to learn both inside and out, and will blur the lines between inside and outside, school and community. We will continue to create spaces for the kinds of learning and teaching that we aspire to (permaculture, project-based, community minded, college bound.)

And Then, The Pandemic

And then Covid hit. And the recession. The property we had in escrow fell through as our state revenues became uncertain. Suddenly, we were thrown into doing most of our teaching via computer - almost the antithesis of what we believed in. Update: We were able to buy the property and we're gearing up to reopen in the spring!

But oddly enough the pandemic also provided us with a way forward. It gave us permission to really make the leap. If we were going to be able to work with kids at all, it would have to be outside. Suddenly it became imperative to get kids outside. All the kids, all the time. Indoors was no longer a safe option. We went from considering how to expand the Forest Kindergarten program and have some outdoor classes in the afternoon, to how can we get everyone outside, right now? We began with one day a week of onsite, outdoor learning for K-12 and moved to two days a week. Our goal was to move to entirely outdoor learning for the whole school.

The logistics for moving a school outside were just that, logistics. The big issue is accepting the idea that school doesn't need desks, bookshelves, and walls. Once you get past that hurdle, it's just scheduling, purchasing, and moving. We were already poised to make this leap. The pandemic was like a hard shove from behind while you're contemplating getting in the pool. We were, at least, planning to get wet. We just had to deal with the logistics.   Here are a couple of ways we dealt with moving ten classrooms outside:

Building Outdoor Classrooms: We took the outside of the school and created "zones" that radiated out from the building.   Each primary teacher got a zone.   Teachers worked together to build shelters and dragged their spouses into helping them.   We made use of our existing gazebo and some outdoor sheds.

Teachers also had outdoor garden space and are within walking distance of the Mad River. We still have our building for storage and for bathroom use, but we're outside 95% of the time.

Each classroom has an outdoor hand washing station, or "tippy tap".   We made or purchased outdoor fire rings.

However, we didn't have enough space for one hundred and sixty students to be outside at our main school site, so we moved middle and high school off-site entirely. Kindergarten classes had been borrowing space in city parks and had made arrangements with local landowners for the last three years, but there were only fifteen of them. We needed space for seventy-five middle and high school students on a regular basis. Over the summer, we established agreements with the City of Arcata, the Water District, and a local non-profit for use of land on a rotating basis. We ended up settling down in the non-profit's eighteen acre spruce forest. We built tent decks with the students and bought twenty foot diameter canvas tents for the rainy season.

The kindergarten group continued to join us in the forest, but the rest of the primary group used the main campus.

Rain gear: We used a good portion of the pandemic funding from the government to purchase good rain gear for all students and staff, and boots for about half our number.

Outdoor Classroom Materials: Wagons are essential. We found we could fit most of what we needed in our outdoor classroom in the wagon for transport. I kept a plastic file container full of notebooks, tools (pencils, carving tools, knives), plastic sleeves to hold rubrics or station assignments, books, my kettle, my rocket stove, and my first aid kit.

We held on to having students onsite for one, and then two days, until California and Humboldt County went into the Purple Zone.   Our CCP and Covid-19 Protection Plan are on our website at www.laureltreecs.org. We're now entirely online but actively planning to move back to onsite school in the spring when infection levels are down.

Our Data

Our school is located on the outskirts of Arcata, a rural town in Humboldt County, Northern California. We are on the ancestral land of the Wiyot Tribe. We are an independent charter school and district. Northern Humboldt Union High School District is our authorizing agency. We are located next to low income housing and a shopping complex, as well as a city park. Our students come from a wide geographic area. Some live in the neighborhood surrounding the school, some live in Arcata and nearby McKinleyville, and some come from as far away as Fortuna and Trinidad (15-20 miles).

We have a wide range of families at Laurel Tree. We have traditional families, two-family households, parents working on their college degrees, and students being raised by their grandparents. The population of the school, like the population of Humboldt County, is primarily White. About five percent of our population is Asian-American and seven percent is African-American. About twelve percent of our population is Hispanic/Latino, fourteen percent is Native American. We currently have one English Language Learner. We have a large percentage of students with IEPs (around twenty percent). Fifty percent of our students are economically disadvantaged. We have an even mix of boys and girls overall, although we have a much larger percentage of boys in the primary program right now. Students tend to stay with us for the majority of their primary education. The mixed-age groups, focus on sustainability, and strong sense of community all contribute to a low turnover rate.

2020-2021 Enrollment by Grade Level:

PK and K - 22 students

1 - 18 students

2 - 15 students

3 - 13 students

4 - 8 students

5 - 10students

6 - 11 students

7 - 15 students

8 - 15 students

9 - 12 students

10 - 7 students

11 - 12 students

12 - 6 students

We are both a new school (our charter was approved for the 2011-2012 school year) and a well-established institution. Laurel Tree began twenty-seven years ago as a daycare/private school and has been through several incarnations under our lead teacher, Brenda Sutter. Most recently we were a learning center under Mattole Valley Charter School District. After nine years with Mattole, we decided to become our own charter, primarily because our program was more philosophically site-based, and Mattole is an independent study charter.   As part of our mission, we want all of our students to be prepared for college and for the unknown future that faces our young people. In the last six years we've graduated forty-two students from high school. 81% of our graduates have gone on to college:

2008-2009: Six students graduating: one to private college, two to Humboldt State University, and three to College of the Redwoods.

2009-2010: Two students graduating: one to College of the Redwoods, and one to Southern Oregon University. One student did not graduate, but took the GED and is now enrolled at Southern Oregon University.

2010-2011: Three students graduating: two to College of the Redwoods and one to a private college.

2011-2012: Five students graduating: one to Humboldt State University, three to College of the Redwoods, and one to private college.

2012-2013: We didn't have any graduating seniors this year.

2013-2014: Three students graduating: one to a private college, two to College of the Redwoods.

2014-2015: Four students graduating this year: three are eligible to go to a four year (and have been accepted), one is joining the Marines.

2015-2016: Five students graduated: four to College of the Redwoods, one to a ballet school (later to a firefighting program at Butte College).

2016-2017 Eight students graduated: four are taking a year to work. Three are working and going to College of the Redwoods, one was accepted to a four year nautical engineering school in England.

2017-2018: Eight students graduated: five to College of the Redwoods, one to a four-year college

in Texas, one to a junior college in Sacramento, one unknown.

2018-2019: Ten students graduated: five to College of the Redwoods, one was accepted to Davis but deferred for a year to join the CCC, three went to four year colleges, one moved to New York.

2019-2020: Seven students graduated: five to College of the Redwoods, one to a four-year college but she deferred for a year due to covid, one is working full-time.

2020-2021: We will have six seniors graduate this year:

Our CAASPP data shows a steady increase in the last three years that we had testing. It will be interesting to see how things are after our two disrupted years.

Our grade level groupings are so small, that in 2018-19 there was only one grade with enough students to track over time.   However, this group demonstrates something that we often see. Students initially score quite low on standardized tests in primary grades as it's not an activity that we emphasize or value there. However, after a year or two, students blossom and we see large increases in academic skills that can be measured via standardized tests.   (See appendix I - Assessments)

Year	ELA % Met or Exceeded	Math %Met or Exceeded
2016-17	41.5	21.5
2017-18	43.5	25
2018-19	53.5	38.8

Our School Dashboard data shows us holding steady or improving. We see a disparity in groups emerging that we will make plans to counteract. In our math we've moved one group into Green, but the Socioeconomically Disadvantaged group is still in Orange. Similarly in our absenteeism there is a lag. We're not really concerned about the change in suspension rates since it shows the difference between having 0, 1, and 2 suspensions for a year. The sample size is so small and we feel confident that we are successfully using Restorative Practices.

Categories	2017	2018	2019
Mathematics	2 groups in Orange Decrease of 7.9%	2 groups in Yellow Increase of 9.9%	Yellow - White in Green, Soc/Ec. Dis in Orange. Increase of 12.5%
ELA	2 groups in Orange Decrease of 5.7%	2 groups in Green but our color stayed	White in orange and Soc/Ec. Dis in yellow.

		Orange (?) Maintained 0.8	Maintained 0.7
Suspension	Blue (all groups)	Green	Yellow
Absenteeism		Orange (both groups)	Yellow - White in Green and Soc/Ec. Dis. in Yellow

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**
   Note: The five criteria categories are:
      A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
      B. **Curriculum**
      C. **Instruction**
      D. **Assessment and Accountability**
      E. **School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

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

A1.   Vision and Purpose Criterion

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

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1 Laurel Tree's mission is to create a sustainable model of education that provides all students with an accessible curriculum based on college preparatory standards, while developing life and social skills in a mixed age setting. This mission is based on our community's belief that sustainable education is critical to the future of our children. It's also based on the fact that almost 30% of our students have Individual Education Plans. Thus we believe it's important for curriculum to be accessible to all students, regardless of their skill level when they come to us. We also	Appendix L - Graduation Support Appendix C -Schoolwide learner outcomes

believe that all those students have the ability to succeed and pursue higher education if they so choose. Thus, our curriculum must be not only accessible, but academically rigorous and rich in content, and relevant to our students. We also believe that life and social skills are as vital to success in college and career as academic skills. Because of this, the staff, known as the Administrative Team, creates curriculum and structures that incorporate:	Appendix A - LCAP Appendix P - Governance: School board Minutes

● Ideas of sustainability and principles of permaculture
     ● Projects that combine relevant content and Common Core Standards
     ● Coursework that prepares students for college
     ● Skills in mediation, democratic practices, mindfulness, and restorative justice.
	Appendix Q - Staff Meeting Minutes
	
	Appendix Q - Staff Retreat Minutes

Our schoolwide learner outcomes and our LCAP goals are created by these same people, in collaboration with parents and our Board. There is strong alignment between our mission and goals we set. We have strong support from our board for those goals and our mission.	Appendix R - Monday Notes

A1.2 We ensure involvement of representatives from the entire school and community in the refinement of the vision, mission and schoolwide learner outcomes by including parents and community members on our school board, including a student representative on the School Board when available, and including all full time employees on the Administrative Team. The Monday Note is also used as a way to communicate our vision and mission, and to invite participation.

We have an effective system for revising statements with wide involvement by the Administrative Team (all full-time staff).   On Fridays there is a ninety minute meeting with a staff generated agenda where systems and ideas can be modified and improved. Our bi-yearly retreats are where the whole staff has input into changing and improving our mission, vision, and systems. Each year there is opportunity for students to amend the school constitution or write new laws.   Board Meetings provide opportunities for parent and community input.

A1.3 The school ensures that students, parents, and other members of the school's community understand and are committed to our vision, mission and schoolwide learner outcomes by providing a weekly newsletter, a back-to-school information packet, a web-site, and by making all of our meetings welcoming and

accessible. Up-to-date information is available online to parents and students for accessing grades and behavior assessments. Older students are involved in policy making and spend the first week of school revising the Constitution, and developing school systems.	

A2.   Governance Criterion

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

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1 The policies and procedures for selection, composition and duties of the governing board are clearly laid out in our Charter, as well as in our Board Policy, as are the number and frequency of said meetings.	Appendix P - Governance: Board policies
This relationship between the School Board and the Professional staff is clearly defined in our charter. There is a power sharing relationship between the Admin Team and the Board, instead of the traditional top-down model.	
In our structure, this is an important function of the Administrative Team (all full-time staff), who then report to the Board. The Board reviews and updates policy and procedures, usually written by the Administrative Team. The Admin Team reviews these things as part of their weekly meetings, and in their bi-annual staff retreats.	Appendix P - Governance: Charter
There is good communication with the school community. Parents are offered many opportunities to give input and be involved in the school. The weekly Monday Note, the web page, and the on-line grading program offer parents a way to stay in touch with what's happening at the school. The front office and parent area offer a welcoming space for parents to come into the school, check their family mailbox and chat with other parents. The bulletin boards there clearly communicate important information on attendance, upcoming field trips and	Appendix R - Monday Notes

| opportunities for parent involvement. The Board Meetings and the Family Events are opportunities for parents to form ties with each other and the school staff. | |

A3.   Leadership: Data-Informed   Decision-Making   and   Continuous   School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

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

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

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

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

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1 There are very strong systems of collaborative planning and continuous improvement. Collaborative planning is built into the structure of how we normally operate. We've had to step back from this a little this year to implement safety measures for Covid-19. It will be interesting to see as we return to our structures for next year how the analysis of those structures goes. What will we have discovered that we really need and what has become cumbersome? This year's staff retreat will be a very important one for reestablishing and retrofitting structures that support our vision and our ability to collaboratively improve our program. Here are the primary structures that support our collaboration and cycle of continuous improvement: Team Teaching - Students have a team of three or four core teachers. They may also work with other teachers during afternoon sessions of Laurel Tree Wild. This allows more adult support for each student, more focus on a particular subject for teachers, and a sense of community and connection. All students are known to the staff and there is a	Appendix R - Monday Notes Appendix B -Parent and community surveys Appendix A - LCAP Appendix P - Governance: School Board's planning calendar

shared sense of responsibility for them.

Weekly Staff Meeting - We have a specific format for our agenda that takes us through concerns about students and attendance, discussion and decisions we need to make as an Admin Team, and an ongoing to-do list. All staff may put items on the agenda and facilitation of the meeting is on a rotating basis.

Staff Retreats - Summer Staff Retreat is a week-long reflection on the year that we just finished and a planning session for the upcoming year. We decide on staffing, schedules, student groups, curriculum units, and professional development needed. We finalize the LCAP and make sure that our goals from that document are the basis of what we're doing and what we're spending money on in the coming year. The Lead Teacher solicits agenda items from the group and then sets an agenda. Our mid-year staff retreat is a check-in to see how we're doing, look at assessment scores, and make necessary adjustments in student services.

A3.2 - We use our LCAP as our Schoolwide Action Plan. We only want to deal with ONE plan and we want it to represent what we are actually working on.   We have fiercely resisted the box they keep trying to push us into for LCAP and have kept it as an actual plan that we use to keep track of progress on goals that are established by the staff and community. We have a lot of goals and actions because we are doing a lot of things. We want them all in one place. We share our LCAP progress and goals with the Board and the school community in the spring, gather input from both, and make changes to our goals and actions at the Staff Retreat. These final changes are presented at a public hearing and then approved at a Board Meeting in June.

A3.3 Collective accountability to support learning is a strength of the school. There is a collaborative approach to supporting the students. The Team Teaching structure and the teacher-run aspect of the school create shared accountability and a feeling of "ours" rather than "yours vs mine".

School communication with families is a strength. Staff and board members are responsive to the community.

The school leadership and board looks at test data as one piece in defining student growth and development. The school also takes into account formal and informal assessments, public performances, and anecdotal evidence to create a picture of how well a student is doing. As multiple teachers have strong relationships with students over several years, we have a good, shared sense of student strengths and needs. We have the ability to modify and create programs to meet those needs. A3.4 Our structures for internal communication, planning and resolution of disputes include a communication program called Slack. The staff researched such programs and chose Slack several years ago out of concern about not being able to instantly reach each other around safety issues. Our building does not have an intercom and we are often quite spread out or in the field. Slack allows us a secure way to check-in with each other, share information and pictures, and send emergency alerts. Our weekly staff meetings have a shared agenda that anyone can post to and we take turns facilitating the meeting. This allows anyone to bring up issues or concerns. Our training in facilitation and mediation help us resolve issues and focus on solutions to concerns. We also have a Board approved Uniform Complaint Procedure.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1 While we do a good job of providing professional development and getting training and preparation for the kind of school we are developing, we need to work on getting some of our credentials in line with new regulations. All our teaching staff is fully credentialed, but as in many small schools, not always for what they find themselves teaching. For example, no one on staff has a credential for teaching World Languages. We can't afford to hire someone who only teaches World Languages. We accommodate for this by having one of us who speaks some Spanish teach Spanish 1 using a curriculum that uses video of native speakers as one of its components. We also include a travel or an art component with our Spanish 1 class. We encourage students to take Spanish 2 by enrolling in classes at College of the Redwoods. Our high school team is working on adding to their single subject credentials so they are qualified to teach the variety of classes we want for our students. Our Team teaching system	Appendix Q - Staff Contract Appendix R - Laurel Tree A-Z Handbook Appendix P - Governance: Employee Handbook

in the elementary grades also creates a situation where those teachers should have single subject credentials. We're not sure yet how to tackle that one.   One of our LCAP goals is to document where we are teaching out of our areas and make a plan for bringing that into alignment.

A4.2 - A4.4 We spend money on professional development to get the training we need to develop the programs we want for our students.   At Summer Staff Retreat, as we plan for the upcoming year, we consider what training we need to implement our plans and we go after it.   One of the parts of our contracts (which we sign at staff retreat) is the plans we have for our professional development.   Last year ten teachers got certified as Forest School STEAM practitioners, our primary math teacher was part of a Math Project for several months, and our secondary team got training in Suicide Prevention.   In the past we have done whole school trainings in Restorative Practices and sent teams to the Edible Schoolyard, and Permaculture for Kids in Seattle. In general, we prefer not to send people to conferences, but to do a longer term training with a team.

Our biggest and most consistent form of professional development is our Summer Staff Retreat. That's where we take time as a whole group to reflect on what we've been doing, learn about something new that will help us move towards our goals, and create the upcoming year. Our LCAP goals are always a part of our Summer Staff Retreat because that's what we use to record and track our progress towards goals.

A4.5 We have a Laurel Tree A-Z Handbook for parents and students and we have an Employee Handbook. It seems like it's time to revisit those, update them to reflect the changes we're in the midst of, and work on getting that information out again.

In general, it seems like it's time to revisit policy. Especially our Board Policies as we have a new School Board. The last of our original Board from ten years ago has just left us and we need to renew our board knowledge of policies and procedures.

Health and Wellness of the school community has been a focus for this school year; updating and writing suicide prevention, drug and alcohol, Covid-19 Plans,.has been our work this year. Last year we updated our safety policy. The board oversees and supports the wrap around services for students in danger of failing/being expelled and would like to see us update all policies to make sure they reflect principles of restorative practice.	

A5.   Resources Criterion

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

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

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

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

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1 As a teacher-run school, staff have direct involvement in resource allocation. There is a strong connection between the goals we set as an Admin Team and school community and what we spend our money on. Issues that are identified by the staff can be addressed and resources can be immediately allocated. For example, a concern may arise about a particular IEP student needing tech support to access the curriculum. After investigating the support that was recommended by a county office specialist, staff is interested in providing that support for several other students who might benefit. The decision is made at a staff meeting to get a district license, instead of a single license, enabling it to be used to support many students. It's up and running within two weeks. A5.2 We follow the Humboldt County Office of Education's calendar for developing an annual budget and conducting our annual audit. There is oversight by both Northern Humboldt Union High School District (our authorizing agency and back-office services provider) and the county office. We also	Appendix Q - Staff Meeting Agenda

have board approved fiscal policies. A5.3 We have been in pursuit of facilities that support our vision for the kind of learning that is best for our students for some time now. As we move more towards a Forest School model and purchase property to support that, we are working to create a new kind of school. This spring our high school students are working with Engineering students at the University of San Diego to plan for this new kind of school. At our current facility we have created outdoor learning spaces to enhance a building that we have grown out of. We have outdoor classrooms, gardens, a chicken pen, and a community garden next door. The building itself is a former doctor's office with long hallways and small rooms. We have modified it and made it work, but we're ready to create something new at our new site. A5.4 Teachers are in charge of setting the priorities and the budget. We generally have access to what we need in terms of books and equipment. We've invested heavily in book sets for our Wit and Wisdom English program and in equipment for our Forest School programs. A5.5 We also spend money on professional development for our teachers. We invested in the Forest School STEAM program for ten of our teachers at $900.00 each. We invested in Level 3 Forest Practitioner Certification for our Forest Kindergarten teacher. We've sent teams of teachers to Edible Schoolyard Training and to Permaculture for Children Training in the last five years. If teachers are passionate about getting training in something, we support that. We've also sent teachers to conferences in San Francisco and to a math conference in Southern California.	Appendix H - Permaculture Plan

A6.   Resources Criterion [Charter Schools only]

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

Indicators

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

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

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

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

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

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A6.1 - A6.4 Laurel Tree follows the yearly budget schedule with the rest of schools in Humboldt County under the watchful eye of the Humboldt County Office of Education. Our authorizing agency, Northern Humboldt Union High School District helps us develop and manage our budget and are our back-office service providers. Working with them and with HCOE, we follow the yearly cycle of budget adoption, First Interim, Second Interim, etc. We have Board Approved fiscal policy. Our budget is a standing item on our Board Agenda. Resource allocation is presented to the Board by the Admin. Team after staff retreat. We report to them on the finalized LCAP after staff retreat and on the budget that supports that LCAP in a public hearing before the Board Meeting where it is voted on. Laurel Tree's finances and other areas of compliance are	Appendix N - Budget Appendix P - Governance: Audit Appendix P - Governance: Fiscal Policy Appendix N - Budget:Staff Salary Schedule

audited yearly.

A6.5 As a teacher-run school, the Admin Team (made up of all full-time employees) also sets salary schedules. All teachers currently make $45,000 and have their health insurance fully paid. The Lead Teacher and SPED director make $50,000. All support staff make between $16.00 and $20.00 an hour depending on the level of responsibility they have.   The exception to this are our student employees who make $13.00 an hour. Our teachers are under-paid compared to other teachers locally, and they share the additional responsibility of administrative tasks. As we are increasing our enrollment to finance our new school site, we also want to increase teacher salaries.

Prior to purchasing the land for our new school site, and prior to the spring deferrals, the school was in a very strong financial position.   We had $350,000 as a beginning balance. $90,000 of that was in our reserves. We have purchased land with a down payment of $225,000 and used $25,000 to pay off a project manager. Our reserves will no longer be enough to see us through the spring deferrals and we have applied to the ASAP Program to cover those deferrals and stabilize our cash flow as we squeak through this year. This year's budget shows an increase in our beginning balance of $140,000, but the fiscal uncertainty right now is making us anxious to get that reserve built back up again.   Our three year projections show it increasing.

A6.6 We generally have a waitlist and are mostly advertised by word-of-mouth.   Our Monday Note goes out on Facebook and our website sees a lot of traffic, but we do not have an advertising campaign to bring in students.   We plan to gradually increase our enrollment by 20 students each year for the next two years. At that point we'll be at 200, which is as big as we want to get.   We will not need to increase teaching staff as our class size is an average of 10-12 students per group. We will increase that to 15 students per group over the next two years. We have begun that increase by taking in groups of 15 Kindergarteners over the last three years and gradually building from the bottom up.

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

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Staff is involved in a continuous cycle of reflection, planning, and development of vision and mission.
2. Staff seeks out and receives professional development to support that cycle.
3. There are good structures in place to support that cycle of improvement.
4. Governance is based on a shared power structure and includes more stake-holders in decision-making.

Areas of Growth

1. Training for our new School Board.
2. Create a plan for getting teachers teaching "out of subject area" into compliance
3. Review and update of Board Policies, LT A-Z, and Employee Handbook
4. Revision of mission statement to include ideas of restorative justice, and social-emotional wellness.
5. Increase teacher salaries.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

It may be time to add a Governance Goal to our LCAP that sets up a cycle of review and revision of policies and procedures to make sure that restorative practices and a focus on social-emotional wellness are embedded in them. We should also include training for the board on a regular (every three years?) basis.   We already have an LCAP goal regarding teacher credentialing. As we grow and administration duties increase on teaching staff, we should increase teacher salaries to match local averages.

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

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

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1 Laurel Tree's academic structure is based on multi-graded classrooms, which allows for differentiated instruction and cross-curricular planning. This enables all students to access developmentally appropriate concepts in all subject areas. We use research-based instruction and intervention programs, supplemented with teacher-generated curriculum, to serve the needs of specific students and groups. Teachers use students' current educational and developmental stages to design effective, relevant curriculum which meets student needs and scaffolds for further development. During the weekly staff meetings, the staff take time to examine the effectiveness and relevance of the curriculum. We have the ability to choose and tailor curriculum to individual student needs. Many teachers this year took continuing education, and received Forest School Certification, through the University of California San Diego. Curriculum for our K-12 classes this year was created and implemented to move toward the forest school model.	Appendix G-List of Curriculum being used Appendix M: Documents on Forest School STEAM Certification

B1.2 Our core content courses are all certified A-G, and some of our electives are too. The rigor and quality of our academic standards is good. We balance having rich content with creating access for everyone by supporting students who need help accessing the curriculum, and at the same time, differentiating instruction. Our small class size and strong relationships make this possible.	Appendix G: Course list for A-G
	Appendix M: Forest School Principles
B1.3 During our yearly summer retreats, staff look closely at student needs, the state and Common Core content standards, and Forest School principles. We're working toward creating academic standards and assessments that include Forest School Principles. With these in mind, we design and find curriculums that directly support academic standards taught within the classes. Our Admin Team looks closely at each student's social-emotional and academic progress when advancing them through the school groups (elementary to middle school, middle to high, and graduation checklists), to ensure alignment of academic standards, social-emotional needs, and college/career-readiness standards	
	Website: https://www.laureltreecs.org/laurel-tree-wild https://www.laureltreecs.org/blog
B1.4 Our focus on project-based teaching allows students to learn career skills (collaboration and presentation) as well as building and design skills. Our high school groups have been involved in the planning and permaculture design of the new school site and will help with the implementation as well.	
B1.5 The students and teachers collaborate with community partners and resources via classes and extracurricular days. Students engage with community gardens, PAC OUT Green city clean up days, Humboldt Bay Society, community theaters, girl scouts, Coast Guards, State Parks, the Yurok Tribe, Potawot, local farms, Friends of the Dunes, REEF, College of the Redwoods, and Humboldt State University classes.	
Students visit local colleges and collaborate with counselors about entrance requirements. The school keeps an informal list of our graduates (see section 1) and their progress to track the long-term effectiveness of our curricular program.	

B2.   Equity and Access to Curriculum Criterion

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

Indicators

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

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1In addition to regular core academic classes, we provide travel, theater, permaculture training, technology courses, building/shop courses, and concurrent enrollment at College of the Redwoods. Staff help with college applications and track students' progress toward college entrance requirements.	Appendix L: Graduation Requirements and supports
Students do not choose specific High School classes, but we support individual career explorations. We prepare students for postsecondary education with college testing support, visits to schools, application writing, and counseling.	Appendix G: A-G Course List
B2.2This criterion is being well addressed. There is a high degree of equity of access to all programs for all students. Students with special needs have access to the same enriched and dynamic curriculum that all students have. All students participate in theater, lab sciences, higher level math, and great literature, not just a select few. We provide the support necessary for all students to have access to this. All students in high school have an academic plan that tracks their progress towards graduation and college entrance.	
B2.3Primary teachers hold parent-teacher conferences twice a year. Secondary conferences are available as requested by families or needed by teachers. All teachers are accessible to families throughout the year via email and telephone. We regularly collaborate on what individual students need.	

B2.4 Laurel Tree's curriculum provides students who are transitioning to college or work guidance through this process. We will assist students in exploring areas of interest, researching and applying for colleges, accessing appropriate support services, filling out financial aid applications, writing resumes, and searching for jobs. We also have an informal job program where we provide first jobs for our students. We hire and train students for positions in janitorial, aftercare, and kitchen. High School teachers meet with parents and students to advise on college applications, and help with essays, FAFSA, and the Common App. We provide in school SAT testing free to all students who wish to take it.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1.   Our areas of strength are in our ability to provide access for all our students to a rigorous and relevant curriculum. We provide strong academic courses for all our students and the support necessary for students to access those courses.

2.   Our small class sizes and our group planning allow us to be sensitive to individual needs and to individualize instruction. We provide higher level courses for our high school students through concurrent enrollment at College of the Redwoods.

 3.   Outdoor Education provides students with social skills, practical knowledge, and resiliency. Our program provides academic training in addition to the many benefits of Forest School.

Areas of Growth

1. In future, we could track graduates in a more formalized manner: where do people go after LT? Do they complete their educational/career goals?

2. We are working on integrating Forest School objectives with Common Core and state standards, for each grade and subject.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - ○ **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - ○ **Identify important next steps within the schoolwide action plan/SPSA.**

Student Needs from Chapter II:
Student Needs from the Focus Group:

Our work this year in the Forest School STEAM course and our reflection on that work to incorporate the principles of Forest School into an academically rigorous curriculum needs to be followed up with formalized objectives for each grouping and subject. The next step in our process should be to formalize and institutionalize the discoveries we've been making and get them fully embedded in our systems. As we continue to create and adapt curriculum for Forest School we also need to set up a framework of skills and assessment. This can be added to our LCAP Goal 4 - Curriculum as an action and can be addressed at the Staff Retreat this June.

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

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

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1 All students have access to rigorous and engaging coursework, including higher level math and science labs, regardless of unique learning needs/ability, through differentiated instruction. In core academic classes, students are grouped by ability, often in mixed age/grade classes, to ensure success and growth at the appropriate level. In elective classes, students have the opportunities for experiential learning including daily involvement in Community Classes (LT Wild). These classes are multi-graded to increase community and decrease competition. LT is transitioning towards being a fully outdoor Forest School. With this model, students gain meaningful experiences with the world surrounding them. Tenets of permaculture, Earth stewardship, conservation and knowledge of the natural world are integrated into the academic curriculum. Students learn through trial and error, dealing with unexpected variables that come with being outdoors, such as unpredictable weather. This also allows for meaningful project based learning such as the Permaculture Design Project and the collaboration with the Engineering Class at University of San Diego. Small class size allows for individualized instruction and observation of each student's academic and social-emotional	Appendix F: Student Support Schedules. Appendix E: Master Schedule Appendix H: Permaculture Design Project Appendix I: CAASP and Core Growth Assessments

needs. **C1.2** High school students have the opportunity to take concurrent college courses, practice SATs, and receive help from staff with college applications.Students have a graduation plan in place starting in 9th grade. Parent/Teacher/Student meetings are held in August to look at plans in the 11th and 12th grades. We have provided free, school day SAT testing to all 11th and 12th graders who are interested for the last two years. Graduates are supported with their continuing education and job searches. Rubrics based on Common Core standards are used to assess progress and enable students to understand expectations and self-evaluate. Curricula are chosen/created to meet Common Core standards as well as requirements for entrance into University of California schools. LT Wild classes use rubric/tiered benchmarks to allow for transparent grading and assessment of less traditional academic coursework. Use of Jupiter Ed, Google Classroom and Seesaw provide students access to their grades and assignments and allow for communication with teachers and classmates. All students are currently distance learning due to the COVID-19 pandemic and extra support staff was hired in 2020 to allow for flexibility as we switched from hybrid to a fully online schedule. Students have set class times online and additional supports are offered for IEP students. Teachers and support staff are available for one-on-one assistance with students who require extra support.	Appendix G: Curriculum-Sample Rubrics Appendix F: Student Support Schedules

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

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1 Teachers explain new material, provide expectations, and then assist students in completing tasks and projects. Students engage in reciprocal teaching, group collaboration and individual focused learning. Teachers observe, assess and re-teach as necessary. An example of this is having the upper grades students plan, and build tent decks for their new outdoor classrooms. Another example would be planning for international travel trips (Thailand and Mexico) and the permaculture design course which will result in an integrated design for our new site. Teachers model curiosity and engagement as life-long learners, participating in the content rather than simply delivering information (stopping to engage in "teachable moments" that are offered, particularly when learning occurs outdoors and off-campus). Students know that we too are learning, and that we are getting our Forest School Certification. Teachers have also continued to build their areas of expertise by taking courses on Note Taking for Special Education, Learning and the Brain, Expertise in Math (HEMLT), Edible Education, Permaculture for Educators, Level 3 Forest School Certification, WASC Training, Suicide Prevention Training, and Restorative Justice Training. By continuing with our own	Appendix H:Permaculture Design Project

growth and education, we model for students how to be life-long learners. Being a small school allows our teachers to wear many hats. All staff members know each student by name and teachers act as counselors for college, career, academic and health services. We changed to single pods in 2020 due to COVID-19 restrictions, teachers collaborating and sharing expertise to make the transition to one-teacher pods smooth and effective. Teachers use a variety of online programs to engage students and provide them the digital literacy necessary to succeed in future studies/careers. All students have access to Chromebooks and hot spots provided by the school. Our professional development includes 10 full-time teachers certified as Forest School instructors through UCSD 2020. **C2.2** Students at LT are immersed every day in experiential learning opportunities in a variety of indoor and outdoor learning environments. All primary students take LT Wild classes that provide many on and off-site experiences for students to learn about the real world.Some of these have included: Theater performance, permaculture practices, demonstration of first aid and putting water safety skills to use, planning and implementing travel, and success in backpacking and outdoor survival. Forest Kindergarten students meet in a variety of off-site, outdoor classrooms three days a week, and in the 2020 hybrid model, all students met entirely outdoors. As LT transitions to the Forest School model, students learn and practice Forest School skills, including use of materials from the natural world and specialized tools in their learning. Examples include: Tying knots, building simple structures, using field guides, fire safety, designing and constructing outdoor classroom spaces, knife and tool safety. Secondary students are offered many traveling opportunities each year to learn about the surrounding world. Focused,	*Appendix O: Online Programs* *Appendix M: Forest School/LT Wild*

in-depth interdisciplinary instruction prepares students for travel and experiences beyond the classroom. There are also electives such as Robotics, Home Economics, Music Production and Coding. Students in the High School collaborated with College Students from San Diego State University to work on permaculture projects. Older students design and build components of the forest school infrastructure such as tent decks. High school students are often hired at Laurel Tree and we have partnered with the Workability Program to provide job training for many of our students. **C2.3** Student knowledge and skill is demonstrated through completion of projects and performance of learned material, and hands-on implementation of skills. Rubrics are often used to help integrate teaching and assessing specific skills within a project based model. **C2.4** As part of our Laurel Tree Wild program we coordinate with various local agencies that offer school programs both in the classroom and the field. Students learn from rangers, nurses, life guards, Coast Guardsmen. and learn about the local biodiversity, conservation, water safety and outdoor survival from the people who have careers in relevant fields. High school students get individualized help with College applications. Applying for college is taught as a unit in 11th and 12th grade English. We take students to college fairs and to visit local colleges. We provide free access to in school SAT testing.	Appendix H : Permaculture Design Project Appendix G: Curriculum - Sample Rubrics www.laureltreecs.org Appendix L: Graduation Supports

ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Incorporating students into their surrounding community
2. Teachers and staff are encouraged to further their education and knowledge.
3. Staff is willing to physically build needed infrastructure for outdoor classrooms.
4. Small class sizes allow for in-depth knowledge about students and their skills. This includes a more personal approach for each student's learning strengths and weaknesses.
5. Staff is willing to embrace alternative instructional pedagogies and delivery methods.
6. The school's budget is aligned with the learning goals and programs.

Areas of Growth

1. Making consistent use of assessments and tracking the data over time.
2. Having greater independence for the Wild classes in terms of transportation.
3.
4.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
   o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
   o **Identify important next steps within the schoolwide action plan/SPSA.**

Preliminary Student learner needs from Chapter II:
Additional Student Learner needs from the Focus Group:

We had made significant growth in assessing and tracking data before we were derailed by Covid-19. We need to reapply ourselves to this ongoing task and bring to it the new work we've done around Forest School. Again, we need to take all this excellent and innovative work we've been doing and institutionalize it. We need to be consistent in our use of assessments, those assessments need to include skills we've identified for Forest School, and we need a system to track that data over time.   Having staff dedicated to that worked best for us. As we emerge from Covid-19 we need to get back on track with systems we have, integrate them with our Forest School Model and designate staff to be in charge of collecting and tracking data.   This can be addressed in LCAP Goal 3 - Supporting Students.

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

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

Indicators

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

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

indicators; include supporting evidence.

Findings	Supporting Evidence
We have a school-wide assessment plan for all students. We use research based assessments to measure student progress and mastery of academic content. Assessment procedures are available for board and parents to review. Monday notes are sent to all families weekly to pass on information about school events, new policies, and curriculum updates. Standardized Social/Emotional/behavior progress is assessed for all students with an active IEP or when an initial placement is determined. Students in the general ed may be assessed with informal social/emotional skill measures.	Appendices I: Assessments Appendices F: Student Support

TK-6 Assessment Plan:

Prior to remote learning due to COVID-19, the TK-3 students were assessed three times per year using Coregrowth assessment. These assessments are based on the Common Core Standards in the areas of math, language arts, and social emotional development. Students in 1st-5th grade are assessed three times per year using the DIBELS reading fluency assessment and phono-graphix quick assessment. Following these assessments the teachers review the results and determine which students need more intensive instruction. Those needing more intensive instruction are given in-depth evaluation to look at skills in the area of concern (phonemic awareness, reading comprehension, decoding, etc.). Students with more intensive needs are provided with small group instruction through an RTI model (small group or 1:1 instruction) or through the IEP/504 process.

Parents are informed of assessment results at the mid year parent-teacher conferences and written assessment reports are sent at the end of the school year.

In the 2019-2020 school year assessments were completed for the beginning and middle year assessment periods. The end of the year assessments in 2020 were not completed due to school closure related to COVID-19.

Some Coregrowth assessments were completed with parent participation at the beginning of the 2020 school year and in January 2020 (during remote instruction). Staff met at the midyear staff retreat to review assessment plans under the restrictions of remote learning. Staff modified assessments to be presented through a home-based assessment process. Teachers met with parents to review assessment data. These assessments informed instruction and allowed for monitoring of student's progress toward Common Core Standards.

When school resumes following remote learning (Due to COVID 19) students in Grade TK-6 will be assessed using the Coregrowth assessment. Areas to be assessed:Social Emotional Development, English Language Arts and Mathematics.

Learning loss will be evaluated based on the outcomes from

the Coregrowth Assessments. Students will be placed in instructional groups based on areas of educational need. Secondary: D1.1 All Secondary students were assessed using the interim CAASPP assessment for English and Math. Results from the CAASPP were reviewed at the staff retreat to determine areas of academic need for class groups, as well as individual student needs. Results from assessments were used to inform instruction and track student progress. CAASPP results are available to parents as a link in the grading system. Due to COVID-19 CAASPP results and interim assessments were unavailable for the 2020 school year. D1.2 Curriculum based assessments are used throughout the school year. In the area of mathematics, all students have unit reviews and grade level assessments throughout the year. In Language Arts rubrics are often used to teach and assess specific skills within project based learning. Staff use assessments results to determine areas of need and to plan for future professional development. At mid-year and end of year staff retreat students are placed in instructional groupings based on their needs. Additional staffing is provided for 1:1/small group instructional needs. Assessment of student progress toward graduation- Students in grades 9-12 meet with school administration to review progress towards graduation requirements and college preparedness. Integration of concepts across disciplines are included in core content materials. Classes are submitted for A-G approval. All High School students must meet the California Ed Code requirements - pass classes with C or better towards graduation requirements. D1.3 In the past we have used Edmentum to track student skills and progress in the academic areas of Math and	

Language Arts. Edmentum will continue to be used when in-person school reconvenes. Results from Edmentum assessments will be used to track student progress and determine class placement based on skill level. D1.4 Student groupings in the Secondary are made with attention to skill level and progress toward graduation requirements. Students who are unable to meet these requirements in four years have the option of completing credits in a 5th year. Students who meet these requirements early have the option of attending college level classes or graduating early. High school level students are advanced to the next grade level based on meeting grade level academic requirements. Students with IEP/504 qualification are assessed on a regular basis. Parents are informed on individualized progress towards goals during all Annual/Triennial meetings and at periods of general education parent-teacher conferences.	

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Staff meet weekly to discuss student progress and plan interventions when needed. We discuss individual students who are struggling to meet the standards, as well as reflect on whole group progress. When whole group class intervention is needed staff meetings may focus on curriculum planning or staff professional development. We use an online student grading system to facilitate communication between parents, students and staff regarding academic progress and work completion.	Appendix Q: Staff Meetings/Staff Retreats Appendix E: Master Schedule Appendix F: Student Support Appendix I: Student Assessments.
Primary student groupings are based on student skill level in the area of math and language arts. Groupings are flexible to allow students access to curriculum appropriate to grade level. Primary students are advanced based on mastery of grade level Common Core Standards and social-emotional readiness.	
Parent-teacher conferences are set up twice a year for primary students and on an as needed basis for Middle School and High School students. Students with more intensive needs (those identified for IEP/504 or RTI) have more regular parent-teacher meetings. Annual/Triennial IEP and 504 meetings are set for parents and teachers to meet and discuss goals and academic progress for students. Parents, teachers or case carriers may call more regular meetings if progress is not observed. SST meetings are scheduled as needed to address student concerns in the general education setting prior to referral for 504 plans and IEPs. Students of concern are put on	

the weekly staff meeting agenda and a plan for intervention is reviewed with all staff present. Parents are informed of this concern when staff cannot meet the needs with school-based intervention. Students who are doing well are also recognized at the staff meeting on a weekly basis. At mid-year and end of year staff retreat students are placed in instructional groupings based on their needs. Additional staffing is provided for 1:1/small group instructional needs. Secondary: At the Secondary level, students were assessed using the interim CAASPP assessment for English and Math. Results from the CAASPP were reviewed at the staff retreat to determine areas of academic need for class groups, as well as individual student needs. Results from assessments were used to inform instruction and track student progress. Assessment of student progress toward graduation- Students in grades 9-12 meet with teachers to review progress towards graduation requirements and college preparedness. Social/Emotional/Behavior: Students with social/emotional/behavior concerns will be addressed with a Behavior Intervention Plan (when indicated Functional Behavior Assessments), Student support team meetings, Restorative Justice Process, 1:1/small group intervention with behavior aides or school psychologist. Collaboration with larger community teams may be provided through SELPA, County Mental Health, Local Tribes, Social Services, Foster Care, Homeless Foster Youth Liaison, or Bridges to Success. An individualized student support or safety plan is developed for students with more intensive social/emotional/ behavior concerns.	

ACS WASC Category D. Assessment and Accountability:

Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Regular meeting and collaboration to discuss student progress and placement. We have a team approach to school improvement, and we are able to respond quickly to student needs.

2. We are able to respond quickly to any concerns regarding social/emotional or academic needs. Placement can be adjusted as needed to respond to student progress.

3. Parent-teacher communication occurs on a regular basis.

4. We have excellent involvement in assessing and monitoring student progress by teachers and support staff. Teachers design and implement assessments that inform progress.

5. We are able to maintain small group class sizes so that teachers know their students well and can respond to individual/whole group needs. Curriculum can be easily and rapidly adjusted to respond to student progress.

6. Our most successful assessment period was achieved by the designation of a testing coordinator and support staff provided to administer assessments. Development of this plan is included in areas of growth as well.

Areas of Growth

1. Documentation of assessment- student and curriculum outcomes.

2. School-wide plan for student progress and K-12 curriculum monitoring plan needs to be developed and written.

3. Assessment plan/Portfolio system for secondary students.

4. Organization of student progress work samples/assessment data.

5. Designation for assessment coordinator and allocation of support staff to administer assessment.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  o **Identify important next steps within the schoolwide action plan/SPSA.**

These findings are very similar to what we noted in Section C. We have many strengths in how we know what our students can do, strong relationships, and good supports for our students. What we need to do is organize it and institutionalize it.   These areas of growth can be added as Actions in LCAP Goals 3 and 4.

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
School culture and supporting students and families is a core strength of Laurel Tree. Laurel Tree's team structure allows many people to have connections with and eyes on each student. Teachers and support staff are all involved in daily communication with families. The inclusion of students in decision making gives them a feeling of ownership and control. Laurel Tree being run as a teacher powered school has enabled staff to continually evolve in how they offer challenging, coherent and relevant curriculum to all students and flexibility to students and families.

Laurel Tree's strategies to draw in and connect with families include our Monday Note, created as a window for the school community to see what is happening at the school, and as a platform for the school to ask for help with materials, projects, and family involvement. The staff keeps easy communication between teachers and parents using JupiterEd, Google Classroom and Seesaw. The staff also freely use texting and phone calls to keep fluid communication with families.

Parent conferences are scheduled once a year for Primary families and Secondary parent conferences are scheduled as needed. Laurel Tree staff regularly engage families, students, and relevant members of the school community in Restorative Circles as needed. They also use Class Dojo for particular students who need behavioral support or more motivation. Parent involvement in events (camping, performances and travel) is welcome and encouraged as is parent volunteering in class and on field trips. Families and the local community are invited and encouraged to share knowledge, talents, skills, and | Appendix R: Parent Communication

Appendix F: Student Support |

personal and cultural ideas with the school. Distance learning has brought particular challenges to the manner in which parents are involved in school activities. Effort is being made to include parents in classroom activities and assignments. Communication efforts are ongoing in this new format. Moving forward with designing and planning a new school will need to involve parents and the community, tapping into expertise and advice.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1: LTCS has policies in place to ensure school safety: -A policy stating that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard -A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace - Anti-bullying policy -A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 -LTCS uses Google G-Suite Admin Console paired with GoGuardian for content filtering to manage and secure internet usage of devices provided by the school for use at home and on campus. Inappropriate use is actively monitored and steps are made to include parents when problems arise. The cleanliness and organization of the school has been an issue in the past. We have made cleanliness and sanitation a priority, increasing janitorial staff and scheduled cleanings. More steps can be made to address schoolwide organization and decrease clutter - defined student and teacher spaces, explicit student lessons on organization, overall emphasis on respecting communal spaces, and schedule school clean up	Appendix S: School Safety Plan Appendix P: Policies and Procedures

times as part of staff meetings. Looking to the future, as LTCS moves to an outside forest school model of instruction with two different sites, the staff and students will be freed from the confines of the building that was probably too small. Staff and students will gain the opportunity to redesign classroom spaces to address the problems mentioned above and to be able to deal with the new issues that will arise from teaching outdoors. Our current site also has issues that result from the use of our space by our local transient population. We are working closely with police and the homeless, and have instituted morning sweeps before students arrive. E2.2: LTCS has high expectations for students and staff in the realm of caring for self and others and working in a community that champions differences and acceptance. Explicit training and practice is integrated into the general curriculum - mindfulness training and Restorative Practices are used extensively and schoolwide, social justice and anti-racism curriculum is used across all grades. Counselling staff is implementing specific training to address social-emotional issues within the student population. Opportunities to practice leadership and caring are available through cross-age structures and activities. Older students are elected as tribal leaders in charge of a group of younger students. They are responsible for building and maintaining community norms within their tribe as well as caring for the needs of younger students. Lasting relationships are formed with other students of all ages other than adults and classmates, increasing the atmosphere of care and acceptance for the entire school community. The fragmented nature of classes and students created by the pandemic has been a challenge to this fundamental aspect of the school culture at LTCS and effort will need to be applied to maintain these opportunities as the structure of the school changes dramatically. Personal connections and community expectations are established through a camping trip (along with other travel) from the very first week of school. Students are given an	Appendix F: Student Support Appendix Q: Staff Meeting/Staff Retreats

opportunity to participate in writing and voting on legislation to add to or modify the living document of the school constitution. This is a tradition that will continue once it is safe to do so. E2.3: There is a high degree of trust, respect and professionalism among the staff as evidenced by their ability to collaborate effectively and share the running of the school. This is a well-established staff with a high degree of transparency, as well as an obvious affection for each other. They enjoy working together and spend time together outside of school. The staff works hard and cares about the work they do. Taking risks and making mistakes is acceptable here. People feel free to innovate, but at the same time there is an expectation that programs must serve the needs of the students. If something isn't working, they can work together to change it. Furthermore, the interpersonal culture of the school is conducive to maintaining strong relationships between adults and students. There are safe, trusted adults to talk to and problems of individuals or the community as a whole are addressed with respect and professionalism.	

E3. Personal, Social-Emotional, and Academic Student Support Criterion

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

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E3.1. Teachers at LTCS act as counselors for college, career, academic, and health services. The staff have specialized knowledge of different areas and share the responsibility of acting as different counselors for each unique specialization interest. High school students have an individualized learning plan to track progress and readiness for college. College classes are encouraged for academically minded students and as advancement opportunities. Career curriculum is integrated into classes. If a student is interested in a particular field of work, LTCS supports the student in getting started by guiding the student to which classes to take and filling out job applications. All classes at LTCS are mixed age to allow for flexible ability and skill level groupings. Time is taken during weekly staff meetings to provide opportunities for all the staff to become aware of concerns and successes surrounding certain students or groups and make decisions on how to best address concerns or bolster successes. During Friday meetings, the whole of LTCS staff works within and across grade levels to problem solve any issues that may arise during the week. Plans are created for students who demonstrate a need for	Appendix L: Graduation Supports Appendix Q: Staff Meeting/Staff Retreats

additional support in academics. Plans can include close monitoring in academics, "push-in" support, one-on-one or group tutoring, or referral to SST or IEP. Currently, while LTCS is engaged in remote learning students are provided with many programs to support learning. The list includes but is not limited to Seesaw, Google classroom, Epic reading, Read and Write, Zearn math and Typing club. Each class has at least one classroom aide that supports students and families as needed and holds one-one-one sessions and study groups with students in need of additional assistance. Teachers are easily contacted through email and are available to support students as needed upon request.	Appendix G: Curriculum
E3.2. A strength of LTCS is in its very structure. Being a teacher powered school, LTCS teachers have the freedom and opportunities to try new and innovative techniques and curriculum. During weekly staff meetings and bi-yearly staff retreats, teachers share and evaluate various teaching strategies and curriculum; both existing and new. Teachers have the freedom to select professional development training that they then share with the whole group. The staff work cooperatively to evaluate existing structures and curriculum for effectiveness. Flexible and mixed-age settings allow students to access the curriculum at their individual level. Some of the many apparent and embedded support services that we provide include: all primary students receiving proven RTI strategies, individual and group aides within the classroom, resource "push-in" services to the general ed. classroom, resource "pull-out" services, low student-to-teacher ratios, school psychologist on site three days a week, student check-ins conducted by school psychologist, behavioral aides, teacher aides, teachers and other school staff, and flexible ability and skill level groupings. We provide tiered behavioral supports at LTCS demonstrated in Rick Smith and Grace Dearborn's *Conscious Classroom Management* to address behavioral needs systematically and consistently in the classroom and other school settings. The Staff at LTCS employ various social	Appendix F: Student Supports

emotional tools to address student needs. These tools include the use of social stories, mindfulness lessons, which include ACT and MindUp, social emotional regulation tools like the Zones of Regulation, quiet spaces and sensory objects, and the availability of trained staff to help students regulate when needed. Students are regrouped as needed for academic and social needs at every level, not just students with IEPs. At LTCS, multi-tiered systems of support are utilized across grade levels for both academics and social emotional needs. An SST process is in place to be used for students who are not meeting their academic goals with current supports. An SST can lead to the determination that the IEP process is necessary if growth is not being made. Currently, in the remote setting students are receiving social emotional support through Zoom or Google Meets. Effort is being made to have time where socialization and emotional health is a priority in online classes and in person meetings. There is a plan in place to hold group sessions with the highschoolers in Acceptance and Commitment Therapy (ACT) to assist with social and emotional needs.

E3.3.

During weekly meetings LTCS staff assesses the effectiveness of the supports that have been put in place. The staff discusses individual students and their progress. If needed, small group discussion of a student may take place at the end of the meeting or at a later time to determine the effectiveness of the current supports and if there is a need for a change in supports. During staff meetings school groups and culture are also discussed. The staff discusses, in an anecdotal manner, if the supports are effective in creating the school climate and culture that is expected at LTCS. Remote learning has not changed this process.

E3.4.

At LTCS students are provided with many academic and life experiences. Through the LTCS Wild program students have been given many experiences that include: first aid and CPR

training and certification, watershed exploration, forest exploration, the opportunity to perform in theater enactments, sports like disc golf, and ocean and river safety. The high schoolers are provided interesting electives that promote real world skills and readiness. High schoolers who are academically ready are urged to attend the local community college (CR) to get a head start on their college career while earning credits for high school graduation.

E3.5

Due to the necessity for remote learning and the quickness in which LTCS responded, the effectiveness in some of the criteria have been affected. Currently, the academic support strategies that LTCS employs are being implemented to an adequate level. When needed or requested, students receive additional support from teachers and staff. The multitiered criterion has also been met at a sufficient level. Both general ed and IEP students receive individualized support through online office hours, small groups and one-one-one support conducted over Zoom or Google Meets. In general, online learning is not preferable for social emotional support and LTCS will strive to move forward to onsite meetings once it is deemed safe. The assessment of LTCS's multitiered supports criterion is also an area where LTCS is performing as expected. Each teacher is aware of how each student is performing and is aware of the amount of work that is being turned in and how often they attend their remote learning space. The teachers address needs of students and when needed collaborate with other teachers and staff when additional supports are in demand. The criterion of co-curricular activities is an area that is currently being negatively affected by remote learning. Because meeting in groups is deemed dangerous at this time LTCS has not been able to employ the same cocurricular activities that it has in the past. In the past, this area has been a strength, but currently, during remote learning LTCS is lacking in this area. Students are still able to attend college classes remotely, but the activities like LTCS Wild are not possible.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1.   Laurel Tree is a small school where each individual student is seen. The school is able to make contact with families on the spot when needed. They individualize based on student needs. They have the resources to help each student be successful.

2.   Laurel Tree uses Restorative Practices as a proactive way to deal with issues within the community.

3. Laurel Tree continues to evolve and adopt the practices of a Forest/Permaculture School. Connecting the academics to the outdoors has been mentally engaging for students.

4. Laurel Tree has quick and flexible responses in order to keep students happy and safe.

Areas of Growth

1.   Laurel Tree is working to improve comfortable learning environments for all learners; however, moving to an outdoor school model is already showing improvements in this area for many students.

2.   Laurel Tree continues to develop the perception of Restorative Practices. They are continuing to teach students the concepts of restorative practices in order for them to understand the benefits of them versus "punitive" practices. We continue to work on transparency within the community balanced with confidentiality.

3.   Laurel Tree needs to be aware of, plan for, and maintain organized classroom spaces; including trails, as we move forward as an outdoor school.

4.   Laurel Tree will need to ensure the community supports all families in coming back together in-person after the pandemic; so that Laurel Tree can reestablish the strong relationships and connections that are integral to our school culture.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

These needs are focused on supporting staff and students as we transition both out of our Distance Learning Model and as we transition into more of a Forest School model. We need to reflect on what we did before that was effective and make sure that those structures are still in place. Reviewing and strengthening our Restorative Practices, making sure that social emotional supports are in place, working as a community to create our new school are things we need to be mindful of. Making sure

that we are inclusive and transparent around what we're doing and why, and providing lots of opportunity for our school communities input will bring us through these transitions stronger than ever.   These will be a major focus at our staff retreat and of our spring project with the high school group around Permaculture Design. As we renew and build anew we need to continue to keep issues of racial equity, accessibility, and inclusiveness in mind.

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Included in our analysis on the next page.

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

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

First Priority: Section E - School Culture

    1.   Laurel Tree is working to improve comfortable, accessible learning environments for all learners; however, moving to an outdoor school model is already showing improvements in this area for many students.

    2.   Laurel Tree continues to develop the perception of Restorative Practices. They are continuing to teach students the concepts of restorative practices in order for them to understand the benefits of them versus "punitive" practices. We continue to work on transparency within the community balanced with confidentiality.

    3.   Laurel Tree needs to be aware of, plan for, and maintain organized classroom spaces; including trails, as we move forward as an outdoor school.

    4.   Laurel Tree will need to ensure the community supports all families in coming back together in-person after the pandemic; so that Laurel Tree can reestablish the strong relationships and connections that are integral to our school culture.

These needs are focused on supporting staff and students as we transition both out of our Distance Learning Model and as we transition into more of a Forest School model. We need to reflect on what we did before that was effective and make sure that those structures are still in place. Reviewing and strengthening our Restorative Practices, making sure that social emotional supports are in place, working as a community to plan for and maintain organized and welcoming classroom (and outdoor) spaces at our new school are things we need to be mindful of. Making sure that we are inclusive and transparent about what we're doing and why, and providing lots of opportunity for our school community's input in planning our new spaces, will bring us through these transitions stronger than ever.   These will be a major focus at our staff retreat and of our spring project with the high school group around Permaculture Design. We can include these as Actions in our LCAP - Goal 4 Student Support. As we renew and build anew we need to continue to keep issues of racial equity, accessibility, and inclusiveness in mind.   These can be addressed in LCAP Actions Goal 3 - Curriculum.

Second Priority: Section B - Curriculum

    1. We are working on integrating Forest School objectives with Common Core and state standards, for each grade and subject.

    2. In future, we could track graduates in a more formalized manner: where do people go after LT? Do they complete their educational/career goals?

Our work this year in the Forest School STEAM course and our reflection on that work to incorporate the principles of Forest School into an academically rigorous curriculum needs to be followed up with

formalized objectives for each grouping and subject. The next step in our process should be to formalize and institutionalize the discoveries we've been making and get them fully embedded in our systems. As we continue to create and adapt curriculum for Forest School we also need to set up a framework of skills and assessment. This can be added to our LCAP Goal 4 - Curriculum as an action and can be addressed at the Staff Retreat this June.

We already track graduates for the first year or two, we could add a column to our system to see if they complete their educational/career goals.

Third Priority - Section C - Learning and Teaching

1. Making consistent use of assessments and tracking the data over time.
2. Having greater independence for the Wild classes in terms of transportation..

We had made significant growth in assessing and tracking data before we were derailed by Covid-19. We need to reapply ourselves to this ongoing task and bring to it the new work we've done around Forest School. Again, we need to take all this excellent and innovative work we've been doing, organize it and make it part of our organizational structure.   We need to be consistent in our use of assessments and those assessments need to include skills we've identified for Forest School. We need a system to track that data over time.   Having staff dedicated to that worked best for us. As we emerge from Covid-19 we need to get back on track with systems we have, integrate them with our Forest School Model and designate staff to be in charge of collecting and tracking data.   This can be addressed in LCAP Goal 3 - Supporting Students.

Third Priority -Section D -Assessment and Accountability

1. Documentation of assessment- student and curriculum outcomes.

2. School-wide plan for student progress and K-12 curriculum monitoring plan needs to be developed and written.

3. Assessment plan/Portfolio system for secondary students.

4. Organization of student progress work samples/assessment data.

5. Designation for assessment coordinator and allocation of support staff to administer assessment.

These findings are very similar to what we noted in Section C. We have many strengths in how we know what our students can do, strong relationships, and good supports for our students. What we need to do is organize it and routinize it.   These areas of growth can be added as Actions in LCAP Goals 3 and 4.

Fourth Priority - Section A - Organization

1. Training for our new School Board.

2. Create a plan for getting teachers teaching "out of subject area" into compliance

3. Review and update of Board Policies, LT A-Z, and Employee Handbook

4. Revision of mission statement to include ideas of restorative justice, and social-emotional wellness.

It may be time to add a Governance Goal to our LCAP that sets up a cycle of review and revision of policies and procedures to make sure that restorative practices and a focus on social-emotional wellness are embedded in them. We should also include training for the board on a regular (every two or three years?) basis.   We already have an LCAP goal regarding teacher credentialing. We should increase teacher salaries to match local averages.

Actions for our LCAP

1.   Review and reflect on structures, traditions, and spaces that support student social and emotional well-being and academic success at the Staff Retreat. Plan for next year with a renewed emphasis on those things that we identify.

2.   Plan for renewed training and inclusion of our restorative practices and mindfulness, school-wide.

3.   Include students, staff, and school community in the planning of our new site through the Permaculture Design Project this spring.

4.   Combine Forest School, Permaculture and Common Core objectives for each group and subject with a framework of skills and assessments. Check for racial equity, accessibility and inclusion in all levels of the curriculum.

5.   Create a consistent list of assessments that we use at each level. Decide how many times a year the data will be collected and what it will be used for.

6.   Designate an assessment coordinator.

7.   Provide governance training for our School Board every other year.

8 .   Create a plan for getting teachers teaching "out of subject area" into compliance

9 .   Review and update of Board Policies with the School Board over a three year period.

10.   Review and update LT A-Z and Employee Handbook at Staff Retreat.

11.   Revise the mission statement to include ideas of restorative justice, Forest School and

permaculture.

Chapter V: Schoolwide Action Plan

A.   **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

B.   **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.

C.   **Describe the school's follow-up process, ensuring an ongoing improvement process.**

We use our LCAP as our schoolwide action plan.   We have taken the areas of growth and added them in green to our LCAP summary listed in Chapter II.   This ensures that we will add these into our cycle of ongoing improvement as we use our LCAP as a living document that is the basis of our Summer Staff Retreat planning each year. This week of planning drives our year: what we teach, how we schedule our classes, how staff is allocated, how resources are allocated, what professional development we need, and what our focus is. We revisit the LCAP at our mid-year retreat to see how we're doing and make adjustments. Starting in the spring, the LCAP is reviewed by the Board and school community, so they can give input as well. That input is incorporated and used at the following summer staff retreat where we once again organize our year around the goals we have collectively set.

Appendices:

A.   Local Control and Accountability Plan (LCAP): abridged version for parent overview
https://www.laureltreecs.org/local-control-accountability-plan-l and full plan
https://4bd7948f-05ec-4413-a5af-75c2172bc474.filesusr.com/ugd/0e20fe_5cf6a22b283644ac8acc9580
40cc099b.pdf

B.   Results of student/parent/community questionnaire/interviews

WASC Priorities Survey for staff:
https://docs.google.com/forms/d/10_NyWp7nrekt3pAy3Z7rE_pwZaNzsTK__n7_aMWcxKs/edit#responses

Survey for school project with University of San Diego:
https://docs.google.com/forms/d/19pOPXhp0Dy2Zlkt5SgY4cj3HKzli69Df5y4Uf73NO2c/edit#responses

Parent Survey on WASC Section B
https://www.surveymonkey.com/analyze/Ka97Qg5tbnXB3D_2BhTbbQn7ltFYzVQLyVWi_2BmRN0adfs_3D

Parent Survey on WASC Section C

C.   Schoolwide Learner Objectives

https://docs.google.com/document/d/1AcgBo_HrngyUmBjJoMeSBfMIO4PCN1fXE65L57QWcTg/edit?usp=sharing

D.   The most recent California Healthy Kids Survey - We have not participated in the California
Healthy Kids Survey.

E.   Master schedule:

        We traditionally spend the first week of school with students 5th grade and up camping. This
allows us to work on our social norms, restorative practices and to renew our school constitution. It
also allows students to get to know each other and allows us to mix students in cross-age groups so
that everyone gets to know everyone else. Back-to-school Camping Trip Schedule:
https://docs.google.com/document/d/1tqC6UY0ovP1W6qwqwcrobGWLzxgCGiWxYCN-kJY3bPU/edit

        Tribes are a way that we ensure all students get to know all teachers and that we build
cross-age relationships and supports.   At the beginning of the year tribal leaders are chosen at our
back-to-school camping trip by their peers. The leaders then work together to sort the student body
into ten mixed-age tribal groups that eat lunch together and participate in activities together a couple
times a year (holidays, tribal olympics).   The tribes rotate where they eat lunch, spending one month
with each teacher.
https://docs.google.com/document/d/1r4eczXM4To9FlFtxhMonSOy-YHfg75MBbyAXA7_BhcQ/edit

The staff meets the week after school ends to plan for the following year. We group students based on academic and social/emotional needs. We plan classes based on student need and interest. We look at supports needed both for students with IEPs and students that we have concerns about. Students may be grouped differently for English classes than they are for Math/Science.   At the end of the week we have crafted a complex, individualized schedule based on student needs. All teachers have had input into the process.
https://docs.google.com/document/d/1zkVjmkzI7KYUZG1qwy-ZvNzjHnjvA-_IbZdc4iQGOA0/edit

F.   Student Support: Schedules/IEP Supports

At Staff Retreat we create a master list of IEP and Student Support Needs and plan how those will be met. This year was especially challenging due to the on-again, off-again in person schedule. Here are a couple of examples of how we schedule supports:

https://docs.google.com/document/d/17RTNcR8NeiIrLzUvtZvMqvLR_Yqf7pHmeHf8RUFVKTU/edit

https://docs.google.com/document/d/1IRhJl-_RaTSED6aWlEpWO38mlFengpIeF232mifnIcw/edit

Tools/Programs Used to Support Students:

- Acceptance Behavior Therapy (ACT)
- MindUP https://mindup.org/
- Zones of Regulations https://www.zonesofregulation.com/index.html
- Unstuck and On Target https://www.mindresources.com/education/054888
- Grace Dearborn https://www.consciousteaching.com/grace-dearborn/
- Restorative Practices

Social/Emotional/Behavior Assessments:
- Behavior Assessment System for Children, Third Edition (BASC-3)
- Multidimensional Anxiety Scale for Children, Second Edition (MASC-2)
- Clinical Assessment of Depression
- Social Skills Inventory System, Social Emotional Learning (SSIS-SEL)
- From PENT.ca.gov. Anxious Behaviors
- Social emotional evaluations include file reviews, interviews, observations, informal and standardized measures.

G.   Curriculum:

UC a–g approved course list: **https://hs-articulation.ucop.edu/agcmp#/courses/list**

Sample Rubrics:

Story of More by Hope Jahren
https://docs.google.com/document/d/17HpBgD8hCJospPlhJGx0sVwhxRaCTzJY4rfYL-eszZg/edit

Peer Review Rubric for Writing a College Essay and FAQ
https://drive.google.com/file/d/1z8__MvjkGutcSt-FVM_2-BTqFKWE1ltB/view?usp=sharing

Other programs being used:

- Wit and Wisdom https://ww.greatminds.org/
- My Math https://www.mheducation.com/
- Wild Math https://www.wildmathcurriculum.com/
- Hupa, Yurok, and Karuk Indian Land Tenure Curriculum
  http://www.ktjusd.k12.ca.us/documents/Indian%20Ed/Native%20American%20Curriculum%20Catalog.pdf
- Fast Track fluency curriculum
  https://www.mheducation.com/prek-12/program/fast-track-reading/MKTSP-O1091M0.html?page=1&sortby=title&order=asc&bu=seg
- Concurrent College classes available to Juniors, Seniors https://www.redwoods.edu/

H.   Permaculture Design Course/Collaboration with University San Diego

Project overview for the USD students and our high school students:
https://docs.google.com/document/d/1v0A2awTlejARVNTOtDm3Qn5-5ZIGriVeQSgXNldHMwc/edit

I.   Assessments: California School Dashboard performance indicators and
Other Assessments

https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=12&lstDistrict=62687-0124263&lstSchool=0124263

Year	ELA % Met or Exceeded	Math %Met or Exceeded
2016/17	41.5	21.5
2017-18	43.5	25
2018-19	53.5	38.8

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2362.2	2455.7	2492.2

Standard Exceeded: Level 4 ⓘ	0.00 %	18.18 %	7.69 %
Standard Met: Level 3 ⓘ	9.09 %	9.09 %	53.85 %
Standard Nearly Met: Level 2 ⓘ	45.45 %	54.55 %	15.38 %
Standard Not Met: Level 1 ⓘ	45.45 %	18.18 %	23.08 %

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2350.7	2445.8	2492.0
Standard Exceeded: Level 4 ⓘ	0.00 %	0.00 %	7.69 %
Standard Met: Level 3 ⓘ	18.18 %	9.09 %	23.08 %
Standard Nearly Met: Level 2 ⓘ	27.27 %	63.64 %	38.46 %
Standard Not Met: Level 1 ⓘ	54.55 %	27.27 %	30.77 %

2019 Dashboard: blob:https://caschooldashboard.org/48138fc4-34d9-4954-98c2-7f8e4c4d4d5f

2018 Dashboard: blob:https://caschooldashboard.org/11cd221d-aaca-4af8-a802-2eb63bc2787f

2017 Dashboard: blob:https://caschooldashboard.org/a068fc58-740c-45ec-8115-0d288657c52a

Other assessments used:
- Core Growth Assessment
- DIBELS 1st-6th
- Phono-Graphix Quick 1-5th

- Assessments in reading fluency, comprehension, phonemic awareness, math(benchmark assessor, dibels, phonographics, Core Growth K-6, Khan Academy, Spellingcity, San Diego quick, Wit and Wisdom, High Frequency Word Assessment)
- Edmentum
- 6-minute Solution
- CAASPP Interim
- IEP progress monitoring, assessment (KTEA-3, Woodcock Johnson, informal curriculum-based assessments), and team meetings
- 504 meetings
- SST meetings

J.   School accountability report card (SARC)

https://4bd7948f-05ec-4413-a5af-75c2172bc474.filesusr.com/ugd/0e20fe_c38f316b4c4f45a797e99ee8c423c257.pdf

K.   CBEDS school information form

https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:2d64f796-7e14-43d7-b86d-796e22847576

L.   Graduation Supports

We use the attached worksheets to help students track their progress towards graduation and to see whether they are meeting the requirements for UC/CSU admittance: https://docs.google.com/spreadsheets/d/1JMbktkwNmts4JXYwL06yVw039FenrySF/edit#gid=538776523

M.   Forest School STEAM/Laurel Tree Wild

Forest School STEAM program from University of San Diego:https://pce.sandiego.edu/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=48751337&selectedProgramAreaId=16306&selectedProgramStreamId=

The first draft of our book on Forest School written by ten of our teachers: https://docs.google.com/document/d/1J-XgP1T-wdMKv7t5nVGwrdyjAtH7Ac-WFiIsFaTXJlY/edit

Video outlining our vision for developing the new school:https://youtu.be/QD2vHfRiri4

Video on our travel program as an extension of Forest School: https://youtu.be/-8CZjEX0aw4

Forest School Principles:https://getchildrenoutdoors.files.wordpress.com/2015/03/forest-schools-principles2.pdf

Forest Kindergarten Program: https://www.laureltreecs.org/forest-kindergarten

Laurel Tree Wild Program: https://www.laureltreecs.org/laurel-tree-wild

N.   School budget

Second Interim Board Packet:
https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:32fd383e-ffcc-41d0-be73-8f77864
61007

Second Interim LCFF Calculator:
https://drive.google.com/file/d/1H2xjVoTJfaNQS2fMTm4v2MW3YLzc6ZFo/view?usp=sharing

Staff Salary Schedule 2020-21
https://drive.google.com/file/d/1fY6gjfhPSFWRz2d4N30xIDBnLKeeEdJB/view?usp=sharing

O.   Online programs used during COVID

Commonlit - Free reading passages with a digital lesson library. www.commonlit.org

SeeSaw - Learning Platform with lessons library. We created our own school folder with Forest
School lessons. www.web.seesaw.me.

Epic - Digital library for kids with comprehension questions. We used this for reading practice.
www.getepic.com

Vocabulary Spelling City - Used to practice spelling/vocabulary for integrated novels units.
www.spellingcity.com

Enchanted Learning - Online curriculum. www.enchantedlearning.ocm

Oregon State University Online Permaculture Course - we completed this with our high school group
as part of our permaculture design project for the new school site.
https://canvas.oregonstate.edu/courses/1807270

Edmentum Exact Path - Individualized skill teaching and practice.
https://www.edmentum.com/products/exact-path

P.   Governance - School Policies and Procedures:
https://drive.google.com/drive/folders/0B1Jabf9TBCHpZUs4b2hWYlVHNlE?usp=sharing

Board Planning Calendar

https://docs.google.com/document/d/1uoILZZzI7ybICtgwDRpzIOIgv74NWe7LV1vkW7Kh2CY/edit?
usp=sharing

Employee Handbook

https://drive.google.com/file/d/1138H13VzcpG5xYZUvqsAPaOZrUfltoEb/view?usp=sharing

Board Meeting Minutes

2020-21

https://drive.google.com/drive/folders/1_n25uQd8ZzN6mstI1ndjKf2PJwQ193m2?usp=sharing

2019-20

https://drive.google.com/drive/folders/15vvmS3p-CUR3ErYC6M-xuIJ7QOoKax9I?usp=sharing

2018-19

https://drive.google.com/drive/folders/1iWohkyZiJjtPs_ZxMAqDs1jXSlB2Jfa2?usp=sharing

Audits

2018-19

https://drive.google.com/file/d/1rWuDPjzX4IMW1ODFZHiEpKU8UqT686Uw/view?usp=sharing

2017-18

https://drive.google.com/file/d/1YgEawtlIukjRCo2ReUJO8UnmlqAVgP86/view?usp=sharing

Q.   Staff Meetings/Staff Retreats

Our weekly staff meeting is the way we manage the administrative tasks as a teacher run school - https://docs.google.com/document/d/1sbWY-bmpM-rR3jNhMfFvLZcyJhiLpqIbnY0Fic2-BMk/edit

Our yearly summer staff retreats are how we plan for the following year and handle our WASC, LCAP, scheduling, unit planning, and long term vision. These are some examples of our traditional, whole school staff retreats -
https://docs.google.com/document/d/1YQr3IfvxigkcfOFjtD0gHosO9mOZOV7z0fX0e9u6Uhc/edit

https://docs.google.com/document/d/1PuCVcvIg1Rgs_7Oe1_vla_9wNe0-PrY88MwcjOTOgwo/edit

https://www.evite.com/event/01183U65LA5B5YWUQEPJRYNFGV5NGA/activity?gid=01183U65LA5B5YLWKEPJRYNFHDTVJQ&previous=home

Mid Year Staff Retreat Agenda: We meet mid year to check in and make any adjustments. We also use this time to look at assessments and make sure we are covering all students who need extra support.

https://docs.google.com/document/d/1BsX8WU5eGFW7DpQm6AKHM4gtx7f426-t/edit

This year we broke into two groups, Primary and Secondary, in order to plan having kids outside and in cohorts. We also made back-up plans for online learning. This was a very different structure from

our usual integrated approach.

https://docs.google.com/document/d/1Ot3SQ9zYcOBj43krxiilCy5i7TGlikGiwWx4qowiwRA/edit

https://docs.google.com/document/d/1BLyZd35CgmbCfFY3cGPGGtzwnObO3tuZ/edit?rtpof=true

Part of what we do at Staff Retreat is to decide on staff assignments, set goals, and plan for professional development. This is recorded on our yearly contracts.

https://drive.google.com/file/d/1sUuECM0KtPNgYVOS2j2-Rk6pzWp-bDIc/view?usp=sharing

R.   Parent Communication Systems:

Here are some examples of the weekly Monday Note:

https://www.laureltreecs.org/so/3dNTrSrVw?languageTag=en#/main

https://www.laureltreecs.org/so/59NNmoDX9#/main

https://shoutout.wix.com/so/84NIjWuOF#/main

https://www.laureltreecs.org/so/2dNEDshV_#/main

https://www.laureltreecs.org/so/91N2K6nIR#/main

https://www.laureltreecs.org/so/d6MvP-ozb#/main

https://www.laureltreecs.org/so/4fMtXquhn#/main

For middle and high school students, teachers use a combination of Jupiter Grades and Google Classroom to post grades, send emails, post online assignments, and share information.
https://jupitered.com/?home=1

https://edu.google.com/products/classroom/

Primary teachers use Seesaw as their platform for parent/student communication and as a way to post online assignments. https://web.seesaw.me/

Our Parent/Student Handbook is called Laurel Tree A-Z

https://drive.google.com/file/d/1kQHUjf_D1V0gEJBsr67tZ7lgyaW6OxB9/view?usp=sharing

S.   School Safety Plan/Covid Plan:

Covid School Guidance Check List
https://4bd7948f-05ec-4413-a5af-75c2172bc474.filesusr.com/ugd/0e20fe_d95a3cc56fb045db8a8a739eaee85820.pdf

OSHA Covid Prevention Program - see OSHA link on website www.laureltreecs.org

School Safety Plan -
https://drive.google.com/drive/u/0/folders/0B_Cangf9VpOrY0N4T1dCNGZySHM