

# Forest Charter

## School Accountability Report Card Reported Using Data from 2013–14 School Year Published During 2014–15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.

### I. About This School

#### District Contact Information (Most Recent Year)

District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Hermansen, Holly
E-mail Address	holly@nevco.k12.ca.us
Web Site	www.nevco.k12.ca.us

#### School Contact Information (Most Recent Year)

School Name	Forest Charter
Street	470 Searls Ave.
City, State, Zip	Nevada City, CA 95959
Phone Number	(530) 265-4823
Principal	Mr. Peter Andreas Sagebiel, Executive Director
E-mail Address	psagebiel@forestcharter.com
Web Site	www.forestcharter.com
County-District-School (CDS) Code	29102980126219

#### School Description and Mission Statement (Most Recent Year)

Forest Charter School is a WASC Accredited, Certified California Charter School that is committed to nurturing the love of learning in all students through parental choice in education. By cultivating a staff of dedicated personnel, Forest Charter School pledges an ongoing and expansive environment of educational excellence. The cornerstone of our Personalized Learning Program is positive collaboration on the part of participating students, parents, and professional educators. The ultimate mission of Forest Charter School is to honor the student's learning style through parental options in the selection and implementation of effective curriculum to prepare him/her for success in the 21<sup>st</sup> Century.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	17
Grade 1	21
Grade 2	24
Grade 3	24
Grade 4	28
Grade 5	35
Grade 6	49
Grade 7	60
Grade 8	50
Ungraded Elementary	0
Grade 9	63
Grade 10	86
Grade 11	80
Grade 12	103
Ungraded Secondary	0
Total Enrollment	640

### Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5%	White	91.3%
American Indian or Alaska Native	1.6%	Two or More Races	0%
Asian	0.3%	Socioeconomically Disadvantaged	47.3%
Filipino	0.2%	English Learners	0.3%
Hispanic or Latino	5.8%	Students with Disabilities	8%
Native Hawaiian/Pacific Islander	0.5%		

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2011-12	2012-13	2013-14	2013-14a
With Full Credential	43	37	37	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	97.98%	2.02%
All Schools in District	60.46%	39.54%
High-Poverty Schools in District	60.46%	39.54%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (Most Recent Year)

Year and month in which data were collected: 01/15

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	N/A		0%
Mathematics	N/A		0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Science	N/A		0%
History-Social Science	N/A		0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

Note: Forest Charter is an independent study/personalized learning school, many textbooks are purchased for the individual student. Thus, some books are from the most recent adoption and others are not.

### School Facility Conditions and Planned Improvements - Most Recent Year

***Narrative provided by the LEA***

Using the most recent Facility Inspection Tool (FIT) data (or equivalent) provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

### School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			FCS discovered a gas leak at the beginning of the 14/15 school year. Gas lines were inspected and repaired
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Tiles in the girl's bathroom are in need of repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X		Windows in some classrooms have water damage and cannot be opened.

### Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science(Grades 5, 8, and 10)</b>	no data	50%	50%	44%	44%	50%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50%

<b>All Students at the School</b>	50%
<b>Male</b>	49%
<b>Female</b>	51%
<b>Black or African American</b>	no data
<b>American Indian or Alaska Native</b>	no data
<b>Asian</b>	no data
<b>Filipino</b>	no data
<b>Hispanic or Latino</b>	42%
<b>Native Hawaiian/Pacific Islander</b>	no data
<b>White</b>	no data
<b>Two or More Races</b>	50%
<b>Socioeconomically Disadvantaged</b>	44%
<b>English Learners</b>	no data
<b>Students with Disabilities</b>	28%
<b>Students Receiving Migrant Education Services</b>	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	no data	no data	53%	45%	45%	45%	54%	56%	55%
<b>Mathematics</b>	no data	no data	31%	31%	32%	32%	49%	50%	50%
<b>History-Social Science</b>	no data	no data	37%	33%	35%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
<b>Statewide</b>	no data	no data	4
<b>Similar Schools</b>	no data	no data	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	no data	no data	B
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	no data	no data	no data
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. :C: means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

*Forest Charter School does not provide Career Technical Programs but does work with ROP.*

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	8
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	29.57%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	29.07%





Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1%	45.5%	27.3%
7	31%	24.1%	31%
9	26.9%	26.9%	26.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3)

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (Most Recent Year)

The cornerstone of Forest’s Personalized Learning Program is a positive collaboration on the part of participating students, parents, and professional educators. The nature of this collaboration engages parents as partners in the education of their children. Indeed, many parents enroll in Forest’s program because they could provide their children an education that allowed them to integrate activities they would not have time for in a traditional school schedule. The collaborative nature of the relationship with parents i.e., parents as partners, affords numerous opportunities for parental involvement.

Parents have the opportunity to create life-long goals and support passions in their children that will fundamentally assist them in realizing future aspirations. Each student is addressed as an individual with unique gifts and talents. An individualized learning plan is set up by a team consisting of the student, their parents, and a Supervising Teacher to best insure the success of that particular student. The student, parent, and Supervising Teacher meet a minimum of once a month to ensure that the learning plan is on track and effective. In addition, the Career and College Planning office offers parents and students advice and access to resources to help students and their families in deciding or directing their post-secondary aspirations.

The governance structure of Forest Charter School also provides parents with an opportunity for involvement. The Charter Council consists of nine voting members: five parents with enrolled children, two certificated staff members, one high school student, and one member of the community. Parent members are elected to a two-year term by the school parent population, with one vote per family.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	no data	no data	32.8%	no data	no data	32.8%	14.7%	13.1%	11.4%
Graduation Rate	no data	no data	no data	42.82%	44.67%	49.10%	74.77%	76.26%	78.73%

### Completion of High School Graduation Requirements – Graduating Class of 2013

Group	Graduating Class of 2013		
	School	District	State
All Students	80.37	51.08	84.56
Black or African American	0.00	41.76	75.90
American Indian or Alaska Native	100.00	53.85	77.82
Asian	0.00	41.18	92.94
Filipino	0.00	33.33	92.20
Hispanic or Latino	80.00	49.09	80.83
Native Hawaiian/Pacific Islander	0.00	40.00	84.06
Two or More Races			
White	81.00	69.89	90.15
Socioeconomically Disadvantaged	77.97	42.26	82.58
English Learners	0.00	26.53	53.68
Students with Disabilities	66.67	41.27	60.31

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions									
Expulsions									

### School Safety Plan - (Most Recent Year)

*School safety plan can be viewed at the Nevada City offices upon request.*

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Met AYP Overall	no data	no data
Met Participation Rate - English-Language Arts	no data	no data
Met Participation Rate - Mathematics	no data	no data
Met Percent Proficient - English-Language Arts	no data	no data
MetPercent Proficient - Mathematics	no data	no data
Graduation Rate	no data	no data

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2011-2012
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		no data
Percent of Schools Currently in Program Improvement		0

Note: Cells shaded in black do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Forest Charter School is an independent Study School, there are not set class sizes, the info below is from CDE.

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	no data	no data	no data	no data	4	17	no data	no data	2	9	no data	no data
<b>1</b>	no data	no data	no data	no data	2	17	no data	no data	4	15	no data	no data
<b>2</b>	no data	no data	no data	no data	2	22	no data	no data	3	19	no data	no data
<b>3</b>	no data	no data	no data	no data	3	28	no data	no data	3	23	no data	no data
<b>4</b>	no data	no data	no data	no data	2	25	no data	no data	3	24	no data	no data
<b>5</b>	no data	no data	no data	no data	3	25	no data	no data	3	28	no data	no data
<b>6</b>	no data	no data	no data	no data	3	40	no data	no data	4	25	no data	no data
<b>Other</b>	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Average Class Size and Class Size Distribution (Secondary)

Forest Charter School is an independent Study School, there are not set class sizes, the info below is from CDE.

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	no data	no data	no data	no data	3	113	no data	no data	3	120	no data	no data
<b>Mathematics</b>	no data	no data	no data	no data	4	77	no data	no data	4	79	no data	no data
<b>Science</b>	no data	no data	no data	no data	5	50	no data	no data	5	49	no data	no data
<b>Social Science</b>	no data	no data	no data	no data	5	89	3	no data	4	95	3	no data

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
College Counselor	1.4	25
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1.2	
Social Worker	0	
Nurse	.1	
Speech/Language/Hearing Specialist	.7	
Resource Specialist (non-teaching)	2.2	
Other	0	

Note: Cells shaded in gray do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7512	N/A	N/A	\$61,471
District				no data
Percent Difference: School Site and District				
State			\$5,537	no data
Percent Difference: School Site and State				

Note: Cells shaded in gray do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2013-14)

N/A
-----

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	no data	no data
Mid-Range Teacher Salary	no data	no data
Highest Teacher Salary	no data	no data
Average Principal Salary (Elementary)	no data	no data
Average Principal Salary (Middle)	no data	no data
Average Principal Salary (High)	no data	no data
Superintendent Salary	no data	no data
Percent of Budget for Teacher Salaries	no data	no data
Percent of Budget for Administrative Salaries	no data	no data

For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	
English	2	
Fine and Performing Arts	no data	
Foreign Language	no data	
Mathematics	2	
Science	2	
Social Science	no data	
All courses	6	0.2%

Note: Cells shaded in black do not require data.

\*Where there are student course enrollments.

### Professional Development – Most Recent Three Years

Each year Forest Charter School provides three days for staff development for the whole staff. Individual staff members get other opportunities for staff development based on their discipline and available funds.

This SARC report was compiled on 01/16/2015 with version 15.0.2 by

**Multiple Measures, LLC**

[www.k12multiplemeasures.com](http://www.k12multiplemeasures.com)