Forest Charter

Address: 470 Searls Ave. Nevada City, CA 95959   **Phone:** 530-265-4823
Director: Peter Sagebiel   **Grade Span:** K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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 21st Century.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	30
Grade 1	25
Grade 2	23
Grade 3	26
Grade 4	28
Grade 5	34
Grade 6	49
Grade 7	53
Grade 8	75
Ungraded Elementary	0
Grade 9	64
Grade 10	87
Grade 11	134
Grade 12	92
Ungraded Secondary	0
Total Enrollment	720

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	2.5%
Asian	0.8%
Filipino	0.1%
Hispanic or Latino	5.6%
Native Hawaiian or Pacific Islander	0.3%
White	90.1%
Two or More Races	0%
Socioeconomically Disadvantaged	46.8%
English Learners	0.3%
Students with Disabilities	10.4%
Foster Youth	0.1%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	37	37	37.8	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	2013–14	2014–15	2015–16
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 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	96.22%	3.78%
All Schools in District	64.65%	35.35%
High-Poverty Schools in District	63.61%	36.39%
Low-Poverty Schools in District	100%	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 the data were collected: 12/15

Subject	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%
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	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – Most Recent Year

Future repairs are to be determined by the Nevada City School District. The Nevada City School District can be contacted at 530-273-7736
2015 repairs/improvements included gas liner replacement, new science material storage unit installed, and roofs were replaced. The playground received new fencing and a new blacktop.

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

Year and month in which the data were collected: 12/15

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas lines repaired in summer of 2015
Interior: Interior Surfaces	X			General wear and tear in MPR/Gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Pest control excellent a few ants in Summer
Electrical: Electrical	X			No issues
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Good overall, girls main bathroom needs tile work, some drinking fountains turned off for winter
Safety: Fire Safety, Hazardous Materials	X			Extinguishers up to date, new corrosive/flammable materials storage unit installed in science rooms
Structural: Structural Damage, Roofs	X			Roofs replaced Summer of 15
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fencing, new blacktop and some windows fixed

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: 12/17/15

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	41%	45%	44%
Mathematics (grades 3-8 and 11)	25%	28%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	25	86.2%	32%	24%	32%	4%
Male		13		31%	31%	23%	8%
Female		12		33%	17%	42%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		1		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		33%	24%	29%	5%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	27	77.1%	33%	33%	7%	26%
Male		18		44%	28%	6%	22%
Female		9		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		2		no data	no data	no data	no data
Filipino		0		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		33%	29%	10%	29%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		13		46%	15%	15%	23%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	34	85%	41%	29%	15%	9%
Male		17		41%	18%	24%	6%
Female		17		41%	41%	6%	12%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		30		40%	30%	17%	7%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	40	75.5%	20%	25%	33%	20%
Male		8		no data	no data	no data	no data
Female		32		19%	22%	34%	25%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		37		22%	24%	30%	22%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	48	80%	33%	21%	29%	10%
Male		28		29%	25%	29%	11%
Female		20		40%	15%	30%	10%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		0		no data	no data	no data	no data
Asian		2		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		44		34%	18%	32%	9%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		13		69%	0%	23%	8%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	75	87.2%	19%	33%	31%	11%
Male		43		21%	40%	23%	9%
Female		32		16%	25%	41%	13%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		4		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		69		17%	35%	30%	12%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		38%	33%	19%	10%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		12		25%	50%	17%	0%
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	131	114	87%	11%	39%	26%	18%
Male		56		14%	46%	21%	16%
Female		58		9%	31%	31%	21%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		103		12%	39%	24%	19%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		60		15%	42%	15%	20%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		9		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	29	26	89.7%	27%	38%	12%	8%
Male		14		21%	50%	7%	14%
Female		12		33%	25%	17%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		1		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		22		27%	36%	14%	9%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	27	77.1%	48%	26%	11%	15%
Male		18		44%	33%	17%	6%
Female		9		no data	no data	no data	no data
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		1		no data	no data	no data	no data
Asian		2		no data	no data	no data	no data
Filipino		0		no data	no data	no data	no data
Hispanic or Latino		3		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		43%	29%	14%	14%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		13		46%	38%	8%	8%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	34	85%	44%	41%	6%	6%
Male		17		41%	35%	6%	12%
Female		17		47%	47%	6%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		30		40%	43%	7%	7%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		10		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	40	75.5%	33%	30%	8%	30%
Male		8		no data	no data	no data	no data
Female		32		28%	28%	9%	34%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		37		35%	30%	5%	30%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		9		no data	no data	no data	no data
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	60	46	76.7%	24%	30%	26%	15%
Male		27		22%	37%	26%	11%
Female		19		26%	21%	26%	21%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		0		no data	no data	no data	no data
Asian		2		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		42		24%	31%	24%	17%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		11		64%	0%	18%	18%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		5		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	75	87.2%	41%	24%	13%	15%
Male		43		42%	26%	14%	12%
Female		32		41%	22%	13%	19%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		4		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		2		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		69		42%	25%	14%	14%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		57%	14%	10%	14%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		12		58%	25%	8%	0%
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	131	111	84.7%	50%	23%	12%	5%
Male		55		53%	18%	13%	7%
Female		56		48%	27%	11%	4%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		1		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		100		50%	23%	12%	5%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		58		47%	24%	10%	2%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		8		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data				no data	no data

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests 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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	50%	50%	45%	50%	50%	48%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48%
All Students at the School	45%
Male	46%
Female	43%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	no data
Native Hawaiian or Pacific Islander	no data
White	45%
Two or More Races	no data
Socioeconomically Disadvantaged	36%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

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.

Career Technical Education Programs (School Year 2014–15)

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

Career Technical Education Participation (School Year 2014–15)

Measure	ROP Program Participation
Number of Pupils Participating in CTE	3
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
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	49.79%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.63%

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	53%	59%	65%	52%	21%	21%	57%	56%	58%
Mathematics	47%	56%	41%	46%	19%	18%	60%	62%	59%

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 High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	54%	26%	20%	59%	34%	6%
All Students at the School	35%	34%	31%	59%	32%	9%
Male	50%	28%	22%	56%	36%	8%

Female	25%	38%	37%	62%	29%	10%
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data	no data	no data
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data
White	36%	33%	32%	58%	33%	9%
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	45%	30%	25%	57%	36%	7%
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data	no data		no data

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 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	no data	no data	no data
7	no data	no data	no data
9	no data	no data	no data

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	no data	32.8%	32.8%	no data	32.8%	32.8%	13.1%	11.4%	11.5%
Graduation Rate	no data	49.39%	46.02%	no data	49.39%	46.02%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	93.2%	47.67%	84.6%
Black or African American	0%	38.51%	76%

American Indian or Alaska Native	50%	45%	78.07%
Asian	0%	47.62%	92.62%
Filipino	0%	46.15%	96.49%
Hispanic or Latino	100%	44.1%	81.28%
Native Hawaiian or Pacific Islander	0%	40%	83.58%
White	95.79%	74.18%	89.93%
Two or More Races	0%	46.67%	82.8%
Socioeconomically Disadvantaged	90.74%	44.24%	81.36%
English Learners	0%	28.3%	50.76%
Students with Disabilities	75%	80.85%	61.28%
Foster Youth	no data	no data	no data

State Priority: School Climate

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

- Pupil suspension rates;

- Pupil expulsion rates; and

- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0%	0%	0.12%	0.9%	0.55%	0.69%	5.07%	4.36%	3.8%
Expulsions	0%	0%	0%	0%	0%	0.07%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

Forest Charter annually reviews and updates the safety plan.
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 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate – English Language Arts	No	No	
Met Participation Rate – Mathematics	No	No	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	No	No	

Federal Intervention Program (School Year 2015–16)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary) FCS is an Independent Study School

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
1	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
2	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
3	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
4	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
5	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
6	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Other	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) FCS is an Independent Study School

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	113	no data	no data	3	120	no data	no data	4	113	no data	no data
Mathematics	4	77	no data	no data	4	79	no data	no data	5	81	no data	no data
Science	5	50	no data	no data	5	49	no data	no data	6	38	1	no data
Social Science	5	89	3	no data	4	95	3	no data	4	107	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 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	25
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1.6	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	2.6	N/A
Other	0	N/A

Note: Cells with N/A values 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/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7951	N/A	N/A	$59,488
District	N/A	N/A		no data
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$5,348	no data
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

N/A

Teacher and Administrative Salaries (Fiscal Year 2013–14)

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 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	N/A
English	1	N/A
Fine and Performing Arts	no data	N/A
Foreign Language	no data	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	no data	N/A
All Courses	4	0.1%

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Note: AP means Advanced Placement.

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.

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