

# Forest Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 and 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 and the county. 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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Forest Charter School
<b>Street</b>	470 Searls Ave.
<b>City, State, Zip</b>	Nevada City, CA 95959-3030
<b>Phone Number</b>	(530) 265-4823
<b>Principal</b>	Peter Andreas Sagebiel
<b>E-mail Address</b>	psagebiel@forestcharter.com
<b>Web Site</b>	www.forestcharter.com
<b>CDS Code</b>	29 10298 0126219

<b>District Contact Information</b>	
<b>District Name</b>	Forest Charter School
<b>Phone Number</b>	(530) 478-6400
<b>Superintendent</b>	Scott Lay
<b>E-mail Address</b>	slay@nevco.org
<b>Web Site</b>	www.nevco.org

### School Description and Mission Statement (School Year 2018-19)

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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	29
<b>Grade 1</b>	29
<b>Grade 2</b>	35
<b>Grade 3</b>	32
<b>Grade 4</b>	40
<b>Grade 5</b>	56
<b>Grade 6</b>	54
<b>Grade 7</b>	75
<b>Grade 8</b>	78
<b>Grade 9</b>	71
<b>Grade 10</b>	68
<b>Grade 11</b>	85
<b>Grade 12</b>	81
<b>Total Enrollment</b>	733

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.2
Asian	1.2
Filipino	0.1
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.4
White	85.8
Socioeconomically Disadvantaged	45.0
English Learners	0.1
Students with Disabilities	13.6
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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37.8	39.7	40.6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 11/18

Forest Charter is an Independent Study school that uses many different curriculum's. Due to this fact Forest Charter does not use specific textbooks for all disciplines. A student has access to many different choices of textbooks for each discipline.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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		0%

### 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

Upgraded HVAC system.  
Roof replaced on special ed building.  
Replaced lighting throughout school

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC is updated in a number of buildings
<b>Interior:</b> Interior Surfaces	Good	General wear and tear in MPR/Gym
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest control excellent from yearly inspection.
<b>Electrical:</b> Electrical	Good	Lighting replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Good overall, some tiles missing in girls bathroom, outside drinking fountains turned off for winter time.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Extinguishers up to date, science room updated for maximum safety.
<b>Structural:</b> Structural Damage, Roofs	Good	Roofs replaced Summer of 15

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground structure rust spots worked on

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/18	
Overall Rating	Good

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	50.0	45.0	44.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	34.0	30.0	29.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	386	91.25	44.94
Male	211	191	90.52	38.42
Female	212	195	91.98	51.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	35	83.33	28.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	360	334	92.78	47.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	157	91.81	35.90
English Learners	--	--	--	--
Students with Disabilities	64	54	84.38	13.21
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	385	91.02	33.51
Male	211	191	90.52	34.55
Female	212	194	91.51	32.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	36	85.71	13.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	360	332	92.22	36.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	155	90.64	18.71
English Learners	--	--	--	--
Students with Disabilities	64	51	79.69	15.69
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

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

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	1
<b>% of pupils completing a CTE program and earning a high school diploma</b>	100%
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	100%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	40.2
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0.0

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	15.4	41.0	15.4
<b>7</b>	19.0	26.2	38.1
<b>9</b>	14.0	27.9	44.2

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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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 five to seven voting members: directors must be parents/guardians with currently enrolled children, except that one of the directors can be a community member without a currently enrolled student. 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.2	6.8	8.7	38.9	11.2	49.6	10.7	9.7	9.1
Graduation Rate	89.2	88.6	81.7	39.2	85.1	25.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	86.4	71.4	88.7
Black or African American	0.0	59.0	82.2
American Indian or Alaska Native	100.0	61.5	82.8
Asian	0.0	63.6	94.9
Filipino	0.0	50.0	93.5
Hispanic or Latino	80.0	69.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	88.6	87.8	92.1
Two or More Races	100.0	72.1	91.2
Socioeconomically Disadvantaged	85.1	69.7	88.6
English Learners	0.0	48.0	56.7
Students with Disabilities	66.7	81.5	67.1
Foster Youth	0.0	68.4	74.1

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.1	0.1	0.1	0.7	0.7	0.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Forest Charter annually reviews and updates the safety plan. FCS safety plan is divided into three parts based on our three different learning centers. The main function of the safety plan is to spell out how we deal with fire and lock-down procedures. March of 2018 and August of 2018 was the last update including new evacuation and safety maps.

The 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.

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

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	5.0	46			3.0	134			3.0	135				
Mathematics	4.0	47			3.0	109	1		3.0	111				
Science	10.0	16	1		4.0	61			5.0	72	2	1		
Social Science	4.0	60	2		3.0	128	4		4.0	104	4			

Note: 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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.3	25
Counselor (Social/Behavioral or Career Development)	.6	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)	2.55	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,171	N/A	N/A	\$62,549.23
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

N/A

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	0	N/A
All courses	3	1.5

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**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. The staff as a whole has been trained in Google Classroom, NWEA and Edgenuity and Mindfulness. Individually teachers have been sent to the following, Trauma informed training, Asilomar Math Conference, Next Generation Science Standards, Summative ELPAC training, AP Calculus AB Workshop and A-Plus conferences.