

Forest Charter School -Including all learning centers: Nevada City, Truckee, Foresthill, and Auburn

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Forest Charter School -Including all learning centers: Nevada City, Truckee, Foresthill,
Street	470 Searls Ave.
City, State, Zip	Nevada City, CA 95959-3030
Phone Number	(530) 265-4823
Principal	Peter Andreas Sagebiel
Email Address	psagebiel@forestcharter.com
School Website	www.forestcharter.com
County-District-School (CDS) Code	29 10298 0126219

2022-23 District Contact Information

District Name	Nevada County Superintendents Office of Education
Phone Number	(530) 478-6400
Superintendent	Scott Lay
Email Address	slay@nevco.org
District Website Address	www.nevco.org

2022-23 School Overview

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

Forest Charter School is now using the IReady benchmark assessments for the local benchmark requirement.

Elementary and High School class size distribution numbers in this report built for a site based school model. As a non-classroom based school these numbers looked skewed in this format. Our in person support classes run on a ratio of 20 to 1 or less and our teacher to student ratio is 25:1 or fewer.

The academic counselor number is inflated because the State is not counting the 25 to 1 teacher student ratio in our model. The Supervising teacher acts as the "Academic Counselor" for all of their students. In addition to this support FCS also employees college and career advisors to supply guidance and support to students transitioning out of high school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	36
Grade 2	46
Grade 3	46
Grade 4	40
Grade 5	53
Grade 6	59
Grade 7	58
Grade 8	63
Grade 9	74
Grade 10	79
Grade 11	71
Grade 12	80
Total Enrollment	742

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.4
American Indian or Alaska Native	1.8
Asian	0.4
Black or African American	0.1
Filipino	0.0
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.2
White	79.0
English Learners	0.0
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	40.6
Students with Disabilities	14.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	49.80	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.38	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	20.00	47.82	48.70	28.47	12115.80	4.41
Unknown	0.00	0.00	5.70	3.34	18854.30	6.86
Total Teaching Positions	41.90	100.00	171.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	20.00	
Total Out-of-Field Teachers	20.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Forest Charter is a non-classroom based school that uses a variety of different curriculum. Part of our model is to allow students/families to choose the curriculum that best fits their learning style. Therefore, Forest Charter does not use specific textbooks for all disciplines. A student has access to a variety of textbooks in each discipline.

Year and month in which the data were collected	11/22
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Subject	Textbooks and Other 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		0%

School Facility Conditions and Planned Improvements

Future repairs are to be determined by the Nevada City School District. The Nevada City School District can be contacted at 530-273-7736

Year and month of the most recent FIT report	11/10/2022
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC is updated in a number of buildings, sewers received hydro-scrub and routine maintenance quarterly. HEPA filters have been placed in our HVAC systems during the spring of 2021. Merv 13 filters have been placed in all rooms in the 20/21 school year and then replaced in the Fall of 2022. Air purifiers have been added to all rooms and offices in the Fall of 2021. Filters are replaced when alerted by air purifiers.
Interior: Interior Surfaces	X			General wear and tear in MPR/Gym. MPR deep-cleaned in July of 2022.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest control rating is excellent based on yearly inspection. Currently cleaning twice a week.
Electrical	X			Lighting replaced as needed during 21/22 school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good overall, missing tiles have been covered up, outside girls bathroom being repaired.
Safety: Fire Safety, Hazardous Materials	X			Extinguishers up to date as of August 2022.
Structural: Structural Damage, Roofs	X			Roofs are in great shape. MPR roof to be resealed spring of 23
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			In Fall of the 20/21 school year a large tree was removed because roots were going into the sprinkler system. Also two trees were removed that were dying and hanging over one of the classrooms. Playground structure has been removed and is currently being rebuilt in the Spring of 2023.

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	51	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	35	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	425	382	89.88	10.12	50.66
Female	207	190	91.79	8.21	53.97
Male	215	190	88.37	11.63	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	47	44	93.62	6.38	44.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	30	78.95	21.05	56.67
White	333	301	90.39	9.61	51.16
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	143	124	86.71	13.29	39.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	47	79.66	20.34	17.02

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	422	371	87.91	12.09	35.33
Female	205	183	89.27	10.73	32.97
Male	214	187	87.38	12.62	37.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	47	43	91.49	8.51	23.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	29	76.32	23.68	37.93
White	330	294	89.09	10.91	37.11
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	143	118	82.52	17.48	18.80
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	47	79.66	20.34	15.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.44	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	154	59.69	40.31	44.44
Female	136	86	63.24	36.76	45.35
Male	121	67	55.37	44.63	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	23	65.71	34.29	34.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	10	45.45	54.55	--
White	197	120	60.91	39.09	47.06
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	41	48.24	51.76	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	21	61.76	38.24	20

2021-22 Career Technical Education Programs

The following are the established CTE courses for the 2022/2023 school year. These were developed in the 2020/2021 school year.

Entrepreneurship Pathway
Marketing Foundations 1 - 2 semesters
Entrepreneurship 1 - 2 semesters

Food Service & Hospitality Pathway
Hospitality & Tourism 1A: Intro - 1 semester
Hospitality & Tourism 1B: Traveling the Globe - 1 semester

Emergency Response Pathway
Principles of Public Service: To Serve & Protect - 1 semester
Emergency Medical Responder 1 - 2 semesters
Internship & Employ-ability - 1 semester

Game Design and Integration Pathway
EDY-Foundations of Game Design 1A
EDY-Foundations of Game Design 1B
EDY-Game Design 2A
EDY-Game Design 2B

(The percent of pupils who complete a CTE program and the percent of CTE courses that are sequenced will show as "zero" because the 2022-2023 school year is the second year in a two-year sequence. Therefore, we will receive our first percentage at the end of the 2023 school year)

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	58.3%	58.3%	58.3%	58.3%	58.3%
Grade 7	53.3%	53.3%	53.3%	53.3%	53.3%
Grade 9	33.7%	33.7%	33.7%	33.7%	33.7%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. Parent feedback is gathered annually via an online survey.

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 ensure 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.7	6.3		32.8	67.1		8.9	7.8
Graduation Rate		89.5	84.8		42.7	25.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	79	67	84.8
Female	45	40	88.9
Male	34	27	79.4
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	11	11	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	61	49	80.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	39	31	79.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	11	7	63.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	883	856	58	6.8
Female	456	441	26	5.9
Male	424	412	32	7.8
American Indian or Alaska Native	13	13	2	15.4
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	99	95	9	9.5
Native Hawaiian or Pacific Islander	4	3	0	0.0
Two or More Races	47	46	3	6.5
White	693	674	42	6.2
English Learners	1	1	0	0.0
Foster Youth	1	1	0	0.0
Homeless	9	8	2	25.0
Socioeconomically Disadvantaged	387	366	43	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	140	138	22	15.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.58	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.11	0.02	0.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.22	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.71	0.00

2022-23 School Safety Plan

Forest Charter annually reviews and updates the comprehensive school safety plan. The main function of the safety plan is to spell out how we deal with fire, lock-down and other emergency procedures. Fall of 2022 was the latest update which included new a reunification plan. Staff are annually trained on the safety plan. Fire, earthquake and lock-down drills are conducted at each learning center once a semester.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	4		
1	1	1		
2	1	2		
3	1	2		
4	5	2		
5	3	4		
6	5	28		
Other	12	52	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
1	1	2		
3	1	3		
4	1	2		
5	1	5		
6	4	24		
Other	12	28		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
2	1	1		
3	1	1		
4	1	1		
5	1	3		
6	4	20		
Other	10	30	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	136		
Mathematics	3	105		
Science	3	71		
Social Science	3	126	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	113		
Mathematics	3	102		
Science	3	71		
Social Science	3	101	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	131		
Mathematics	2	120		
Science	3	71		
Social Science	3	114		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	674.55

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,379	\$2,006	\$9,373	\$74,824
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	34.8	

2021-22 Types of Services Funded

N/A - Forest Charter does not receive any federal funding for programs or services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

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. Recently, the staff has been trained in Google Suite, mindfulness techniques, the IREADY diagnostic, and the online intervention/curriculum that is supported through IREADY. Individually teachers have been sent to various trainings such as Trauma informed Education training, Next Generation Science Standards, ELPAC training, CTE trainings and the Social Emotional Learning workshop.

The College and Career staff has been exploring the expansion of CTE programs within the school. The implementation of the first CTE programs was to begin in the Fall of 2020 but due to Covid the start was delayed until the Spring Semester of the 20/21. Forest Charter School has started with an entrepreneurship class for CTE. In the Fall of 2022 Forest Charter School has increased to four online CTE options (Hospitality, Public Safety, Game Design and Entrepreneurship). Forest Charter School is also able to continue having an on site entrepreneurship class thanks to a shared grant with the Nevada County Superintendent of schools office.

In the Fall of 2021 the staff was trained in IREADY (new local assessment tool) and participated in a Suicide Prevention training. In the Fall of 2022 the staff was trained in Flow Learning/Team Building and continued training in IREADY.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3