

Forest Charter

School Accountability Report Card Reported Using Data from 2010–11 School Year *Published During 2011–12*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.k12multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
School Name	Forest Charter	District Name	Nevada County Office of Education
Street	224 Church St.	Phone Number	(530) 478-6400
City, State, Zip	Nevada City, CA, 95959	Web Site	www.nevco.k12.ca.us
Phone Number	(530) 265-4823	Superintendent	Holly Hermansen
Principal	Peter Sagebiel, Director	E-mail Address	holly@nevco.k12.ca.us
E-mail Address	psagebiel@forestcharter.com	CDS Code	29102980114306

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities.

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 an educational specialist to best insure the success of that particular student. The student, parent, and specialist 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.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	17
Grade 1	22
Grade 2	30
Grade 3	26
Grade 4	39
Grade 5	37
Grade 6	47
Grade 7	55
Grade 8	65
Ungraded Elementary	0
Grade 9	54
Grade 10	86
Grade 11	94
Grade 12	92
Ungraded Secondary	0
Total Enrollment	664

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5%	White	89.5%
American Indian or Alaska Native	2.3%	Two or More Races	0%
Asian	0.3%	Socioeconomically Disadvantaged	42.2%
Filipino	0%	English Learners	0.8%
Hispanic or Latino	7.1%	Students with Disabilities	11.6%
Native Hawaiian/Pacific Islander	0.5%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom). **Forest Charter is an independent study school.**

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom). **Forest Charter is an independent study school.**

Subject	2008-09				2009-10				2010-11			
	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	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Mathematics	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Science	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Social Science	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Last inspection was completed on 1/17/12

School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Some portions of carpet have been replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		Some water leaks last winter. Repairs have held up.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	40	42	42	N/A
Without Full Credential	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified and Non-Highly Qualified teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	93.31%	6.69%
All Schools in District	90.22%	9.78%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	89.43%	10.57%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	25
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	.4	
Social Worker	0.0	
Nurse	0.1	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	2.1	
Other	1.0	

Note: Cells shaded in gray do not require data.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good-Excellent	0%	no data
Mathematics	Good-Excellent	0%	no data
Science	Good-Excellent	0%	no data
History-Social Science	Good-Excellent	0%	no data
Foreign Language	Good-Excellent	0%	no data
Health	Good-Excellent	0%	no data
Visual and Performing Arts	Good-Excellent	0%	no data
Science Laboratory Equipment (grades 9-12)	Good-Excellent	0%	no data

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,227.00	N/A	N/A	\$47,610
District			N/A	no data
Percent Difference: School Site and District			no data	no data
State			no data	no data
Percent Difference: School Site and State			no data	no data

Note: Cells shaded in gray do not require data.

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

N/A

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53%	47%	51%	46%	44%	45%	49%	52%	54%
Mathematics	33%	26%	30%	35%	32%	31%	46%	48%	50%
Science	51%	45%	43%	47%	45%	46%	50%	54%	57%
History-Social Science	33%	41%	33%	29%	32%	33%	41%	44%	48%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	31%	46%	33%
All Students at the School	51%	30%	43%	33%
Male	50%	34%	48%	40%
Female	52%	25%	38%	26%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	no data	no data	no data	no data
Hispanic or Latino	45%	26%	33%	37%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%
White	52%	31%	44%	33%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	36%	17%	26%	23%
English Learners	no data	no data	no data	no data
Students with Disabilities	33%	23%	22%	12%
Students Receiving Migrant Education Services	no data	no data	no data	no data

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	54%	50%	51%	31%	38%	37%	52%	54%	59%
Mathematics	33%	43%	39%	30%	32%	29%	53%	54%	56%

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	63	18	20	71	23	5
All Students at the School	49	21	29	61	29	9
Male	63	14	23	67	22	11
Female	40	26	34	57	35	8
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	51	20	28	63	28	9
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	60	26	14	71	21	7
English Learners	0	0	0	0	0	0
Students with Disabilities	67	17	17	92	8	0
Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2%	38.5%	30.8%
7	15.9%	15.9%	45.5%
9	17.9%	25%	57.1%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	5	4
Similar Schools	1	5	2

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	6	-3	6
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	8	-7	6
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	-18
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: Cells shaded in gray do not require data.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	465	721	1064	735	4683676	778
Black or African American	2	no data	11	655	317856	696
American Indian or Alaska Native	8	no data	17	611	33774	733
Asian	2	no data	17	775	398869	898
Filipino	0	no data	1	no data	123245	859
Hispanic or Latino	35	703	81	730	2406749	729
Native Hawaiian/Pacific Islander	2	no data	4	no data	26953	764
White	416	724	925	739	1258831	845
Two or More Races	0	no data	4	no data	76766	836
Socioeconomically Disadvantaged	186	653	434	689	2731843	726
English Learners	0	no data	0	no data	1521844	707
Students with Disabilities	56	527	160	581	521815	595

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Note: Cells shaded in gray do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	4%	5.9%	5.2%	93.2%	90.3%	95.2%	4.9%	5.7%	4.6%
Graduation Rate	91.6%	91.0%	83.1%	no data	no data	50.03%	80.21%	78.59%	80.44%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	TBD	N/A	no data
Black or African American	no data	N/A	no data
American Indian or Alaska Native	TBD	N/A	no data
Asian	Insignificant #	N/A	no data
Filipino	Insignificant #	N/A	no data
Hispanic or Latino	TBD	N/A	no data
Native Hawaiian/Pacific Islander	Insignificant #	N/A	no data
White	TBD	N/A	no data
Socioeconomically Disadvantaged	TBD	N/A	no data
English Learners	TBD	N/A	no data
Students with Disabilities	Insignificant #	N/A	no data
	no data		no data

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2010-11)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	36.5%
Graduates Who Completed All Courses Required for UC/CSU Admission	27.5%

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	no data	
English	1	
Fine and Performing Arts	no data	
Foreign Language	no data	
Mathematics	1	
Science	1	
Social Science	1	
All courses	4	0.4%

Note: Cells shaded in gray do not require data.

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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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