

**Forest Charter School - Including all Learning Center: Nevada  
City, Truckee, Foresthill, and Auburn  
School Accountability Report Card  
Reported Using Data from the 2019-2020 School Year  
Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information  |
|-----------------------------------|--|
| School Name                       | Forest Charter School - Including all Learning Center: Nevada City, Truckee, |
| 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  |
| Website                           | www.forestcharter.com  |
| County-District-School (CDS) Code | 29 10298 0126219   |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information   |
|----------------|-----------------------|
| District Name  | Forest Charter School |
| Phone Number   | (530) 478-6400        |
| Superintendent | Scott Lay             |
| Email Address  | slay@nevco.org        |
| Website        | www.nevco.org         |

### School Description and Mission Statement (School Year 2020-2021)

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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 him/her for success in the 21st century.

### Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 40                 |
| Grade 1          | 44                 |
| Grade 2          | 42                 |
| Grade 3          | 44                 |
| Grade 4          | 43                 |
| Grade 5          | 48                 |
| Grade 6          | 54                 |
| Grade 7          | 74                 |
| Grade 8          | 82                 |
| Grade 9          | 59                 |
| Grade 10         | 86                 |
| Grade 11         | 85                 |
| Grade 12         | 87                 |
| Total Enrollment | 788                |

### Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.3                         |
| American Indian or Alaska Native    | 2.8                         |
| Asian                               | 1.4                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 11                          |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 81.1                        |
| Two or More Races                   | 2                           |
| Socioeconomically Disadvantaged     | 43.7                        |
| Students with Disabilities          | 11.2                        |
| Foster Youth                        | 0.4                         |
| Homeless                            | 0.5                         |

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 40.6           | 41             | 41             |                  |
| 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                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 11/20

Forest Charter is a non-classroom based school that uses a variety of different curriculums. 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 many different choices of textbooks for each discipline.

| 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%   |

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

## 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

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 09/2020**

| System Inspected  | Rating | Repair Needed and Action Taken or Planned  |
|---|--------|--|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good   | HVAC is updated in a number of buildings, sewers received hydro-scrub and routine maintenance. Filters being replaced with higher filtration in December of 2020.                                |
| <b>Interior: Interior Surfaces</b>                                      | Good   | General wear and tear in MPR/Gym. Carpets thoroughly cleaned over summer of 2020   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good   | Pest control excellent from yearly inspection. Currently cleaning three times a week per Covid   |
| <b>Electrical: Electrical</b>   | Good   | Lighting replaced at end of 2020 year.   |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Good   | Good overall, missing tiles have been covered up, outside drinking fountains turned off due to COVID protocols.  |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good   | Extinguishers up to date as of July 2020, science room updated for maximum safety.   |
| <b>Structural: Structural Damage, Roofs</b>                             | Good   | Roofs are in great shape.  |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Good   | Playground repaired in Spring of 2020. In Fall large tree removed because roots were going into sprinkler system. Also two trees removed that were dying and hanging over one of the classrooms. |
| <b>Overall Rating</b>   | 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53             | N/A            | 47               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 33             | N/A            | 31               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 31             | N/A            | 19               | N/A              | 30            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

Forest Charter School is currently working to establish CTE programs within the school beginning in the 2020-21 school year.



### Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 68                        |
| 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 |                           |

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.11   |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 21.43   |

### 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 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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 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.

**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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 8.7            | 10.3           | 8.6            | 49.6             | 61.9             | 70.2             | 9.1           | 9.6           | 9             |
| <b>Graduation Rate</b> | 81.7           | 85.1           | 86             | 25               | 23.3             | 22               | 82.7          | 83            | 84.5          |

**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**

(data collected between July through June, each full school year respectively)

| Rate               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> | 0.1            | 0.2            | 0.7              | 0.5              | 3.5           | 3.5           |
| <b>Expulsions</b>  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate               | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> | 0              |                  |               |
| <b>Expulsions</b>  | 0              |                  |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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, lock-down and other emergency procedures. February of 2020 was the latest update which included new evacuation and safety maps. Staff are annually trained on the safety plan.

### 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 (Elementary)

| Grade Level | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| 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                           |                           |

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

\*\* "Other" category is for multi-grade level classes.

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

| Subject               | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|                       | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| English Language Arts | 3                  | 135                        |                             |                           | 3                  | 129                        |                             |                           | 3                  | 136                        |                             |                           |
| Mathematics           | 3                  | 111                        |                             |                           | 3                  | 109                        |                             |                           | 3                  | 105                        |                             |                           |
| Science               | 5                  | 72                         | 2                           | 1                         | 4                  | 56                         |                             |                           | 3                  | 71                         |                             |                           |
| Social Science        | 4                  | 104                        | 4                           |                           | 3                  | 116                        | 1                           |                           | 3                  | 126                        | 2                           |                           |

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 716.4 |

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$10857.35                   | N/A                                 | N/A                                   | \$67424.97             |
| District                                      | N/A                          | N/A                                 |                                       |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 |                                       |                        |
| State   | N/A                          | N/A                                 | \$7,750                               |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -22.5                                 |                        |

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

### Types of Services Funded (Fiscal Year 2019-2020)

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

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| 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                 |                 |  |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| 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 <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  | 1                             | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              | 2                             | N/A                               |
| Science                  | 1                             | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              | 4                             | 2.5                               |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 3       |

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 NWEA assessment tool and the online intervention tool, Edgenuity. Individually teachers have been sent to various trainings such as Trauma informed Education training, the Asilomar Math Conference, Next Generation Science Standards, Summative ELPAC training, AP Calculus AB Workshop , 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 has been delayed until the Spring Semester of the 20/21. Forest Charter School is going to start with an entrepreneurship class for CTE. In the Fall of 2019 the whole staff went through a Mental Health First Aid training and Trauma Informed Education training. In the Fall of 2020 the whole staff participated in an implicit bias training through the Nevada County Superintendents office. The staff was also trained in the Health and Safety protocols in regards to Covid.