

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

February 8, 2022

5:00 p.m. Regular Session

****Virtual Meeting****

Network User ID: FC_Public

Network Password: PineCedar2

Dan Thiem, Chair
Karen Fruchtenicht, Vice Chair
Cheryl Knight, Parent Representative
Amea Medeiros, Parent Representative
Dylan Hendricks, Parent Representative
Tita Fowler, Secretary

ANNOUNCEMENTS

ANNOUNCEMENT No. 1: This meeting is being held pursuant to the procedures established in Assembly Bill 361 amending elements of the Brown Act effective October 1, 2021. All Board members may attend the meeting by teleconference. This meeting will be a virtual meeting only. The public may observe and address the meeting via Zoom.

ANNOUNCEMENT No. 2: The public will have access to the Forest Charter School Charter Council meeting through Zoom Teleconferencing. If you are joining the meeting via Zoom and wish to make a comment on an item, press the “raise a hand” button. If you are joining the meeting by phone, press *9 to indicate a desire to make a comment. A moderator will call you by the last three digits of your phone number when it is your turn to speak. Speakers will be limited to 3 minutes.

ANNOUNCEMENT No. 3: Should this Board meeting encounter any security breach or inappropriate issues, the meeting will be ended immediately and rescheduled as soon as practical.

Join Zoom Meeting:

<https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUjdQTUFXazl3bERnZGIYUT09>

Meeting ID: 854 0839 8614

Passcode: 873378

Dial by your location

+1 408 638 0968 US (San Jose)

Meeting ID: 854 0839 8614

Find your local number: <https://us02web.zoom.us/u/kb7yu4OPaF>

AGENDA:

- 1. Call To Order**
- 2. Roll Call**
- 3. Information/Action: A, B, C, and D may be considered for Consent Agenda--Meshawn Simmons**

(E-Attachments)

- Should the Consent Agenda be approved?
 - A. Adoption of the February 8, 2022 Agenda (*page 1*)
 - B. January 11, 2022, Charter Council Meeting Minutes (*page 4*)
 - C. Contracts (*page 7*)
 - D. Warrants (January) (*page 8*)

4. Discussion: Other

This is an opportunity for members of the audience to address the Council on non-agendized items. Agendized items may be either addressed at this time or when the items come up for discussion.

The Council cannot discuss or take action on non-agendized items tonight, but items may be agendized at a later Council meeting for discussion and/or action. Public comments are limited to three minutes.

Information/Discussion Items:

5. Information: Forest Charter COVID Protocol and Contingency Plans--Peter Sagebiel, Meshawn Simmons

Peter and Meshawn will discuss any changes to COVID protocol and requirements with the Council.

6. Discussion: Performance Review for the Executive Director--Dan Thiem

Dan will discuss the performance review for the Executive Director and with the Council.

7. Discussion: FCS School Surveys--Peter Sagebiel, B.J. Hatcher

Peter and B.J. will review the school surveys with the Council.

8. Information: Forest Charter School Local Control & Accountability Plan (LCAP)--Peter Sagebiel

Peter will review the LCAP progress with the Council.

9. Information: Forest Charter School Local Control & Accountability Plan (LCAP) Supplemental Report--Peter Sagebiel

(*page 11*)

Peter will review the LCAP Supplemental Report with the Council.

10. Information: Healthy Kids Survey—B.J. Hatcher

BJ will provide the Council with an analysis of the data from the Healthy Kids Survey.

11. Information: Student Achievement—B.J. Hatcher

BJ will provide the Council with a CAASPP and i-Ready update.

12. Information: 2021/22 Budget and Cash Flow--Meshawn Simmons

(page 33)

Meshawn will update the Council on 2021/22 Budget items and Cash Flow.

Action Items:

13. Action: School's 2020/21 State Audit Report—Meshawn Simmons

(page 35)

- Should the Council accept the School's 2020/21 State Audit Report?

14. Action: 2022 School Accountability Report Card (SARC)--B.J. Hatcher

(page 73)

- Should the Council approve the 2022 School Accountability Report Card (SARC)?

15. Action: Forest Charter School 2022 Comprehensive School Safety Plan—Peter Sagebiel

(page 97)

- Should the Council approve the Forest Charter School 2022 Comprehensive School Safety Plan?

16. Action: 2022/23 FCS School Calendar—Peter Sagebiel

(page 176)

- Should the Council approve the 2022/23 FCS School Calendar.

17. Action: Teleconferenced Board Meetings - AB 361—Peter Sagebiel

- Shall the Council approve utilizing AB 361 provisions to continue virtual meetings?

18. Director's Update--Peter Sagebiel

- Enrollment - Parent Information Nights
- Political Update
- Truckee Parent Forum
- CommonLit
- SEL Team Update (County Training)
- New Staff and Enrollment Process
- FCS Students in the Olympics
- Other

19. Future Agenda Items

20. Information: Reminder of Future Meetings

2022: 3/8, 4/19, 5/17, 6/13*, 6/14****

***Special Meeting/Public Hearing **Budget Meeting**

21. Action: Adjourn

Forest Charter School

Monthly Charter Council Meeting Minutes – January 11, 2022

5:00 p.m. Regular Session
****Virtual Meeting****

Council Members:

Dan Thiem, Chair
Karen Fruchtenicht, Vice Chair
Amea Medeiros, Parent Representative
Cheryl Knight, Parent Representative
Dylan Hendricks, Parent Representative
Tita Fowler, Secretary

Minutes

Virtually Present: Dan Thiem, Peter Sagebiel, Katy Baggett, Tita Fowler, Karen Fruchtenicht, B.J. Hatcher (arrived at 5:25 pm, Dylan Hendricks, Cheryl Knight, Amea Medeiros, Meshawn Simmons, Dave Stanger, Paul Simoes

Absent: Janice Eggers

1. **Call to Order: 5:01 pm**
2. **Roll Call: Dan Thiem, Karen Fruchtenicht, Dylan Hendricks, Cheryl Knight, Amea Medeiros, Peter Sagebiel, Paul Simoes, Meshawn Simmons, Katy Baggett, Dave Stanger, Tita Fowler**
3. **Information/Action: A, B, C, and D may be considered for Consent Agenda—Meshawn Simmons**

December 7, 2021, Charter Council Agenda was presented for approval. November 9, 2021, Meeting Minutes, Warrants, and Contracts were presented for approval.

Amea Medeiros made a motion to approve the Consent Agenda. Karen Fruchtenicht seconded.

Ayes: Karen Fruchtenicht, Dylan Hendricks, Cheryl Knight, Amea Medeiros, Dan Thiem

Nays: None

4. **Discussion: Other**

None.

Information Items:

5. Information: Forest Charter COVID Protocol and Contingency Plans--Peter Sagebiel, Meshawn Simmons

Peter informed the Council no revisions to current protocols have been made. We will continue to closely monitor the uptick in positive cases and follow guidance from the County and State on how protocol and plans should be updated. Families and staff will be updated on any changes.

6. Information: County Oversight Follow-Up Letter--Peter Sagebiel

Peter reviewed the County Oversight letter with the Council.

7. Information: 2022 School Accountability Report Card (SARC)--B.J. Hatcher

Peter informed the Council that there is a delay in receiving SARC data and approval will take place during a future meeting.

8. Information: Forest Charter School Parent/Student/Staff Surveys--B.J. Hatcher

Peter requested that the Council send any topics or questions they were interested in adding to the surveys to Peter or B.J. B.J. will send the Council a list of the current questions.

9. Information: Forest Charter School Local Control & Accountability Plan (LCAP)--Peter Sagebiel

Peter provided the Council with an LCAP update. The LCAP supplement (i.e. mid-year LCAP Report) is due at the end of February. Peter will present the report at the February meeting.

10. Information: 2021/22 Budget and Cash Flow--Meshawn Simmons

Meshawn reviewed the financials with the Council informing them we are on pace with the current spending and discussed possible budget revisions due to decreased enrollment.

(B.J. arrived at 5:25 pm)

Action Items:

11. Action: 2021/22 Forest Charter School Policy Updates--Peter Sagebiel, Meshawn Simmons

Peter and Meshawn presented the revised Co-op Enrollment and Expectations Policy and the Enrollment Policy to the Council for approval. Policies have been revised to streamline enrollment, provide additional transparency, and updated current enrollment laws.

Dylan Hendricks made a motion to approve the revised Co-op Enrollment and Expectations and Enrollment Policies. Karen Fruchtenicht seconded.

Ayes: Karen Fruchtenicht, Dylan Hendricks, Cheryl Knight, Amee Medeiros, Dan Thiem

Nays: None

12. Action: Teleconference Board Meetings - AB 361--Peter Sagebiel

The Council reviewed utilizing AB 361 provisions to continue virtual meetings.

Cheryl Knight made a motion to approve utilizing AB 361 provisions to continue virtual meetings. Karen Fruchtenicht seconded.

Ayes: Karen Fruchtenicht, Dylan Hendricks, Cheryl Knight, Amee Medeiros, Dan Thiem

Nays: None

13. Director's Update--Peter Sagebiel

- Enrollment - Enrollment is currently experiencing a dip which is typical of this time of year. The staff is working diligently to get students enrolled.
- Political Update - there are a number of proposed budget updates in the pipeline including a substantial COLA increase and additional funding toward literacy. Other updates have been proposed but it is unclear what will impact or benefit charters at this point
- Other - "Thank you!" to Dave, B.J., Scott, and countless others that helped with preparing the different learning centers for students to return after the Winter Storms and break.

14. Future Agenda Items

- SB740
- SARC
- LCAP Supplement
- Safety Plan
- 20/21 Audit Approval

15. Information: Reminder of Future Meetings

Dates for the 2021/22 Charter Council meetings were set as follows:

2022: 2/8, 3/8, 4/19, 5/17, 6/13*, 6/14****

***Special Meeting**

****Budget Meeting**

16. Action: Adjourn at 5:44 p.m.

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Contracts to be approved: (February 2022)

At-Will:

Greenpine, Hannah \$8,561.52 (to be prorated start 1/19/21) Block Classes

Stipends:

Eggers, Janice	\$1,208.54	Career Advisory
Hurley, Dan	\$1,500.00	Math Labs
Naszady, Joan	\$750.00	Math Lab

Hourly:

Aldrich, Sarah	\$1,000.00	Tutor (x3)
Aldrich, Sarah	\$400.00	Tutor
Fecko, Andrea	\$500.00	Tutor (x2)
Glassco, Elyssia	\$1,095.68	Front Desk NC
Manuola, Colleen	\$960.00	Tutor
Marks, Juli	\$570.00	Tutor
McCreery, Juanita	\$700.00	Tutor (x2)
McCreery, Juanita	\$245.00	Tutor
Morrow, Julie	\$2566.32	Aide
Passalis, Alissa	\$7,732.60	Temporary Front Desk
Pelzman, Michele	\$1,025.00	Tutor
Pelzman, Michele	\$1,000.00	Tutor
Ojeda-Chatigny, Kaleen	\$455.00	Tutor
Torres, Alex	\$450.00	Tutor

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
22-507483	01/07/2022	ABSOLUTE COMM SOLUTIONS	01-5800		237.50
22-507484	01/07/2022	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		316.18
22-507485	01/07/2022	AUBURN GYMNASTICS CENTER	01-5800		240.00
22-507486	01/07/2022	BRUCE MAIRS	01-5800		2,564.17
22-507487	01/07/2022	CHERYL BARBER	01-5800		100.00
22-507488	01/07/2022	CTS VENTURES INC.	01-5800		3,000.00
22-507489	01/07/2022	DEL CORAZON	01-5800		235.00
22-507490	01/07/2022	DIANE ARNELL	01-5800		400.00
22-507491	01/07/2022	DIANE CORREIA	01-5800		90.00
22-507492	01/07/2022	INTEGRATED FIRE SYSTEMS INC	01-5800		105.00
22-507493	01/07/2022	Jaimee Wadman	01-5800		360.00
22-507494	01/07/2022	JJR Enterprises FILE 2388	01-5600		373.30
22-507495	01/07/2022	LAKESHORE LEARNING MATERIALS	01-4300		250.46
22-507496	01/07/2022	LAWRENCE GERALD SCHIAVONE	01-5800		792.50
22-507497	01/07/2022	MCGRAW-HILL EDUCATION INC	01-4300		64.32
22-507498	01/07/2022	NORTHERN SIERRA AQUATICS	01-5800		149.00
22-507499	01/07/2022	OFFICE DEPOT	01-4300		635.87
22-507500	01/07/2022	PACIFIC GAS & ELECTRIC COMPANY	01-5510	1,220.13	
			01-5520	1,376.37	2,596.50
22-507501	01/07/2022	ROSE-MAY MICKELSON	01-5800		450.00
22-507502	01/07/2022	SIERRA NEVADA BOULDERING GYM	01-5800		90.00
22-507503	01/07/2022	SINGAPORE MATH INC	01-4300		36.02
22-507504	01/07/2022	SOUTHWEST GAS CORPORATION	01-5510		255.00
22-507505	01/07/2022	STUDIES WEEKLY	01-4300		167.87
22-507506	01/07/2022	THE CLEANING SOLUTION	01-5800		2,357.50
22-507507	01/07/2022	YESENIA ANDERSON ANDERSONS STEP IT UP	01-5800		325.00
22-507508	01/07/2022	ZANER-BLOSER	01-4300		72.95
22-507845	01/14/2022	ALPENGLOW CLEANING INC	01-5800		1,425.00
22-507846	01/14/2022	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		2,902.58
22-507847	01/14/2022	AT&T	01-5930		74.19
22-507848	01/14/2022	B & C ACE HOME CENTER	01-4300		175.68
22-507849	01/14/2022	CLEVER MINDS	01-5800		695.00
22-507850	01/14/2022	COMCAST	01-5930		900.45
22-507851	01/14/2022	DE LAGE LANDEN FINCL SRV INC	01-5600		1,003.55
22-507852	01/14/2022	DELTA EDUCATION	01-4300		103.89
22-507853	01/14/2022	EGGERS, PAUL D	01-4300		150.10
22-507854	01/14/2022	ELIZABETH BROWN	01-5800		510.00
22-507855	01/14/2022	EZ WAY DRIVING SCHOOL	01-5800		1,500.00
22-507856	01/14/2022	GPP	01-5400		2,450.00
22-507857	01/14/2022	JJR Enterprises FILE 2388	01-5600		173.91
22-507858	01/14/2022	Kaitlyn Brennan	01-5800		1,500.00
22-507859	01/14/2022	LISA HARTMAN	01-5800		444.00
22-507860	01/14/2022	MEGGIE CUTIGINI	01-5800		75.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
22-507861	01/14/2022	NEVADA CITY BALLET ACADEMY	01-5800		1,350.00
22-507862	01/14/2022	NEVADA CITY SELF STORAGE	01-5600		781.00
22-507863	01/14/2022	RAINBOW RESOURCE CENTER	01-4300		462.57
22-507864	01/14/2022	SEBASTIAN	01-5930		175.39
22-507865	01/14/2022	SINGAPORE MATH INC	01-4300		62.04
22-507866	01/14/2022	UC SCOUT	01-5800		1,596.00
22-507867	01/14/2022	VERIZON	01-4300		38.01
22-507868	01/14/2022	VICTORIA GARRETT	01-5800		70.00
22-507869	01/14/2022	YOUNG MINNEY & CORR LLP	01-5802		280.25
22-508182	01/21/2022	Airco Mechanical Inc	01-5800		435.00
22-508183	01/21/2022	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		1,192.11
22-508184	01/21/2022	AT&T	01-5920		297.60
22-508185	01/21/2022	BYU CONTINUING EDUCATION	01-5800		1,030.00
22-508186	01/21/2022	CANYON VIEW ASSEMBLY	01-5600		1,000.00
22-508187	01/21/2022	HAFDIS TRAUSTADOTTIR	01-5800		225.00
22-508188	01/21/2022	IN SYNC DANCE	01-5800		300.00
22-508189	01/21/2022	JJR Enterprises FILE 2388	01-4300		286.11
22-508190	01/21/2022	K&T MANAGEMENT	01-5600		952.86
22-508191	01/21/2022	KEN WILLER	01-5800		102.50
22-508192	01/21/2022	MARGARET JOHNSON	01-5800		200.00
22-508193	01/21/2022	NEVADA CITY SCHOOL DISTRICT	01-5600		14,166.66 ✓
22-508194	01/21/2022	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		107,308.65 ✓
22-508195	01/21/2022	PACIFIC GAS & ELECTRIC COMPANY	01-5510	26.35	
			01-5520	50.37	76.72
22-508196	01/21/2022	PIONEER COMMERCE CENTER	01-5600		13,892.15 ✓
22-508197	01/21/2022	R&B COMMUNICATIONS	01-5800		395.00
22-508198	01/21/2022	RAINBOW RESOURCE CENTER	01-4300		570.56
22-508199	01/21/2022	SHERRY TORGERSON	01-5800		1,885.00
22-508200	01/21/2022	SINGAPORE MATH INC	01-4300		166.11
22-508201	01/21/2022	STACEY BICKMORE	01-5800		715.00
22-508202	01/21/2022	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		49.00
22-508203	01/21/2022	SUDDENLINK COMMUNICATIONS	01-5930		24.79
22-508204	01/21/2022	T-MOBILE	01-5800		343.40
22-508205	01/21/2022	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	498.09	
			01-5540	109.55	607.64
22-508206	01/21/2022	UC SCOUT	01-5800		798.00
22-508207	01/21/2022	US BANK CORPORATE PAYMENT SYS	01-4300	4,347.19	
			01-5800	3,595.05	
			01-5801	38.85	
			01-5920	108.32	
			Unpaid Tax	16.89-	8,072.52 ✓

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
22-508208	01/21/2022	WAVE	01-5930		273.79
22-508209	01/21/2022	WAXIE SANITARY SUPPLY	01-4300		104.48
22-508210	01/21/2022	WILLIAMS STATIONERY	01-4300		732.62
22-508507	01/28/2022	Airco Mechanical Inc	01-5800		607.50
22-508508	01/28/2022	ALL ABOUT LEARNING PRESS INC	01-4300		98.62
22-508509	01/28/2022	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		523.97
22-508510	01/28/2022	BRAVE WRITER LLC	01-4300		14.95
22-508511	01/28/2022	BYERS ENTERPRISES	01-5800		600.00
22-508512	01/28/2022	BYU CONTINUING EDUCATION	01-5800		850.00
22-508513	01/28/2022	CHRISTY WHITE ACCOUNTANCY	01-5800		5,053.50 ✓
22-508514	01/28/2022	CITY OF NEVADA CITY	01-5540	410.22	
			01-5550	892.03	1,302.25
22-508515	01/28/2022	CTS VENTURES INC.	01-5800		3,000.00
22-508516	01/28/2022	JJR Enterprises FILE 2388	01-5600		251.90
22-508517	01/28/2022	MOVING BEYOND THE PAGE	01-4300		70.40
22-508518	01/28/2022	OFFICE DEPOT	01-4300		286.73
22-508519	01/28/2022	PHILADELPHIA INSURANCE CO	01-5400		300.00
22-508520	01/28/2022	RAINBOW RESOURCE CENTER	01-4300		116.24
22-508521	01/28/2022	REPUBLIC INDEMTY CO OF AMERICA	01-9516		2,536.60
22-508522	01/28/2022	SINGAPORE MATH INC	01-4300		28.87
22-508523	01/28/2022	SOUTHWEST GAS CORPORATION	01-5510		732.22
22-508524	01/28/2022	SPD MARKET- NEVADA CITY	01-4300	17.96	
			01-5920	154.97	172.93
22-508525	01/28/2022	TEACHING TEXTBOOKS INC	01-5800		67.08
22-508526	01/28/2022	WASTE MANAGEMENT	01-5570		284.24
Total Number of Checks			100		<u>208,264.02</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	100	208,280.91
	Total Number of Checks	100	208,280.91
	Less Unpaid Tax Liability		16.89-
	Net (Check Amount)		<u>208,264.02</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Charter School	Peter Sagebiel, Executive Director	psagebiel@forestcharter.com 530-265-4823

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Funds provided in the Budget Act of 2021 that were not part of the LCAP include the A-G Completion Improvement Grant and the Educator Effectiveness Block Grant.

Throughout the LCAP development process, Forest Charter receives input on a variety of district programs and services provided to students. Due to the limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, Forest Charter has engaged Educational Partners during the 2021-22 school year as follows:

*A public meeting/forum was held on December 7, 2021 to explain the Educator Effectiveness Block Grant, and the plan was approved at a public meeting on December 14, 2021. Prior to plan development, Forest Charter discussed the plan opportunity and requested input/feedback at our all staff meeting on November 5, 2021.

*A public meeting/forum will be held on March 8, 2022 regarding the A-G Completion Grant. Additionally, the College and Career department will reach out to staff and department heads for feedback and ideas before the March 8 meeting. We will also engage parents and students via our annual survey, and staff at our Faculty Council meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Forest Charter is not eligible for the concentration grant.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

*The ESSER III Expenditure Plan includes meaningful consultation with required community members in the Community Engagement section. Since Forest Charter received ESSER III funds as a sub-recipient from Nevada County Superintendent of Schools, engagement plan can be seen on pages 2-4 here - <https://nevco.org/wp-content/uploads/2022/01/NCSoS-Brd.-Approved.ESSER-III-Expenditure-Plan.pdf>

*The Expanded Learning Opportunities Grant plan includes a description of parents, teachers, and staff involvement in the development of the plan and can be seen on page 1 - <https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2021%20Expanded%20LearningOpportunitiesGrantPlanForestCharterSchool20210513.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Forest Charter School has implemented many of the actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have implemented the following:

*Purchased additional cleaning supplies and PPE to help mitigate the spread of COVID-19, and we have expanded our cleaning to more days at each Learning Center. We have had no challenges with cleaning or PPE, and will continue these efforts for as long as are needed.

*FCS provided one-on-one and group tutoring/intervention services to identified students during the regular school year throughout the grant period both in person and on Zoom. Tutoring is focused on Math and ELA. With staffing shortages throughout the county, we were unable to find outside intervention staff, and so we needed to use Supervising Teachers to step into intervention roles across the Learning Centers. In the Nevada City Learning Center we were able to get up and running at the very beginning of the school year. However, in Truckee and in Foresthill, we were challenged by further staffing shortages pushed our intervention efforts out more. We have since been able to run intervention programs at all Learning Centers, and are looking forward to seeing more successes with the program as we move forward.

*FCS expanded our support classes directly connected to Math and ELA for students to attend by adding more classes and support labs. Staffing shortages have been a continued challenge with adding additional support classes. We have had success with adding more labs and study halls to help support students.

*FCS is providing Chromebooks to all families who want/need one, and hot spots for all students who need connectivity. We have experienced no challenges with technology, and continue to be able to offer Chromebooks and hot spots to any student who needs them.

*FCS has hired two part-time mental health counselors to provide targeted services and support to address the mental health and social-emotional well-being of our students and staff. Although we were successful in hiring mental health counselors, we have been challenged by the high level of emotional needs of our students, and we will re-evaluate staffing needs for the future.

*To be able to monitor and track our student progress, we are using i-Ready as our primary assessment program. i-Ready is a benchmark assessment tool that pinpoints student strengths and areas of growth allowing teachers and intervention specialists to target support where it is most needed. Additionally we are using Parsec Education. This is a data analysis team that allows us to look at our population and their scores in both state testing and benchmark assessments. It also allows us to break down the data to a very granular level allowing us to pinpoint areas of need for intervention and improvement. Parsec's reports also allow us to see growth with students who are testing below grade level thereby informing us if our intervention programs are working. While there are always challenges starting a new program (increased training for staff and students, learning a new program and technology, etc.), we were successfully able to assess students in our targeted grade levels as well as implement the i-Ready intervention curriculum for our students testing below grade level. We are in the middle of re-assessing students to measure growth, and early indications are positive.

*FCS sent staff to trainings in social emotional learning (SEL) to train this team in how to support student emotional needs. We will also provide trainers to enhance our staff's ability to support all students academic needs with programs such as Universal Design for Learning (UDL). Staff can apply for funds to attend UDL or SEL trainings or conferences and associated costs. These staff will be expected to present information and lessons learned to the whole Forest Charter staff for a small stipend. For example, the SEL team has created a wellness committee, provided trainings at each staff meeting this year and provided resources such as a monthly character trait exercise for students, families, and staff. Our SEL focus this year has been a huge success. The Wellness Committee is strong at each Learning Center and has been able to offer multiple levels of supports and resources for our staff including small treats, monthly tips and resources, SEL training at each staff meeting, and healthy opportunities such as lunchtime walks and yoga.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Forest Charter School considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are required to address those needs. Some examples of how these additional funds are aligned include:

*Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed (LCAP alignment Goal 1, Action 2 - Targeted Academic Supports)

*Provide access to an Intervention Specialist and/or SST Coordinator (LCAP alignment Goal 1, Action 2 - Targeted Academic Supports)

*Provide online math classes for IS students in grades 4-8: (LCAP alignment Goal 1, Action 2 - Targeted Academic Supports)

*Investment in i-Ready assessment and instructional tools: (LCAP alignment Goal 1, Action 6 - Benchmark Assessments)

*Provide two part time mental health counselors to support student's emotional needs: (LCAP alignment Goal 2, Action 3 - Mental Health)

Expanded Learning Opportunities Grant Plan (pages 2-3):

<https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2021%20Expanded%20LearningOpportunitiesGrantPlanForestCharterSchool20210513.pdf>

Educator Effectiveness Block Grant Plan (page 3): <https://www.forestcharter.com/cms/lib/CA01001575/Centricity/Domain/82/2-2021%20Educator%20Effectiveness%20Block%20Grant%20Plan%20Forest%20Charter%20School%2020211203.pdf>

ESSER III (pages 6-9): <https://nevco.org/wp-content/uploads/2022/01/NCSoS-Brd.-Approved.ESSER-III-Expenditure-Plan.pdf>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Goal 1

The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.

Rationale

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade-level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 1: Basic (Conditions of Learning)	100% of teachers are appropriately assigned and fully credentialed (2021)	100% of teachers are appropriately assigned and fully credentialed at the Mid-Year progress point.	Maintain 100% of teachers appropriately assigned and fully credentialed
	Local indicator and/or local survey			
	Facility Inspection Tool (FIT)	100% of Pupils have access to standards aligned instructional materials (2021)	100% of Pupils have access to standards aligned instructional materials	Maintain 100% of pupils having access to standards aligned instructional materials
		All facilities earned an overall rating of "good" based on	All facilities earned an overall rating of "good" based on	Achieve an overall rating of "good" based on Facility

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Facility Inspection Tool (FIT) and/or local survey (2021)	Facility Inspection Tool (FIT) and/or local survey. Survey taken in November 17, 2021.	Inspection Tool (FIT) and/or local survey
	Priority 2: State Standards (Conditions of Learning) Local Indicator and/or local survey	100% of teachers implement state board adopted academic content and performance standards for all students (2021) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2021)	100% of teachers implement state board adopted academic content and performance standards for all students at the Mid Year 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.	100% of teachers will Implement state board adopted academic content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
	Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2021)	N/A - Forest Charter School parent surveys are completed in February/March.	100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making
	Priority 4: Pupil Achievement (Pupil Outcomes)	Math - 34% of students met or exceeded the grade level	No results - CAASPP was not used by FCS in the 20/21 school year.	The percentage of students Meeting or exceeding standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CA School Dashboard	standard on the CAASPP (2019)		on the CAASPP math and ELA will increase by 5%
	DataQuest		No results - CAASPP was not used by FCS in the 20/21 school year.	
	College Board	ELA - 45% of students met or exceeded the grade level standards on the CAASPP (2019)		Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
	EAP Results - 3 or higher on CAASPP	API score, N/A State yet to release	API score, N/A State yet to release	
	CTE Completion Results on CALPADS	20.7% of students are meeting the UC/CSU Requirement (2021)	UC/CSU data not available at Mid-Year	The percent of student meeting the UC/CSU requirement will increase by 10%
	Local Data	Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2021)	FCS had one EL student who graduated in December. Zero EL students have progressed at least one level on the ELPAC	100% of EL students will progress at least one level on the ELPAC
		Zero EL students have been reclassified (currently FCS has no EL students) (2021)	Zero EL students have been reclassified (currently FCS has no EL students as of 12/17/21)	FCS will reclassify 100% of its EL students.
		37% of students have passed the AP exam with a 3 or higher (2021)	No Results - AP exam results come in the late spring of the school year	The percent of FCS students passing the AP exams with a 3 or higher will increase by 5%
		50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2019)	No results - CAASPP was not used by FCS in the 20/21 school year.	Students deemed Ready or Conditionally Ready in ELA will increase by 5%
		24% of students have been determined Ready or Conditionally Ready for college by EAP in math (2019)	No results - CAASPP was not used by FCS in the 20/21 school year.	Students deemed Ready or Conditionally Ready in math will increase by 5%
				5% of FCS students will have completed a CTE Pathway

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		0% of students have completed a CTE Pathway (2021)	No results until the end of the 21/22 school year.	
	Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2021)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs at the Mid-Year.	Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
	Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	64.6% of K-8 students met or exceeded grade level standards on the ELA benchmark assessment. (2021) 43.1% of K-8 students met or exceeded grade level standards on the math benchmark assessment. (2021)	ELA - 73.5% are at or above grade level for Fall 21 Local Benchmark iReady scores Math-67.5% are at or above grade level for Fall 21 Local Benchmark iReady scores	The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5% The percent of students meeting or exceeding grade level proficiency on the math benchmark will increase by 5%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	General Academic Support a) Provide Highly qualified teachers b) Provide Professional Development opportunities c) Provide optional support classes (Coops, Learning Center classes) d) Provide optional enrichment classes e) College and career advisors f) Provide parent training to improve at-home instruction		No	LCFF \$3,774,617	LCFF \$35,000	\$3,809,617.00	\$1,673,746

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.2	Targeted Academic Support a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator d) Provide online math classes for IS students in grades 4-8		Yes	LCFF	\$397,881	LCFF	\$60,000	\$457,881.00	\$168,354
1.3	Academic Materials a) Access to Common Core aligned curriculum and materials b) Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12		No			LCFF	\$239,000	\$239,000.00	\$137,114
1.4	Students with Disabilities Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP		No	LCFF	\$729,050			\$729,050.00	\$596,157

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.						
1.5	Data Analysis a) Measure the percent of our students working at or above grade level proficiency. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency		No		LCFF \$10,000	\$10,000.00	\$18,704
1.6	Benchmark Assessments a) Use a benchmark assessment tool to measure growth.		Yes		LCFF \$23,750	\$23,750.00	\$24,400
1.7	Additional Funds to Support Academics Additional funds available to support pupils who qualify as low income, English learners, or foster		Yes	LCFF \$75,000	LCFF \$25,500	\$100,500.00	\$27,412

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.						

Goal 2

Forest Charter School will maintain its positive school climate.

Rationale

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 5: Pupil Engagement	Attendance rates 98.30% (2020)	Attendance rates as of 12/14/21 97.07%	Maintain and attendance rate above 97.5%
	DataQuest			
	CALPADS	Chronic Absenteeism 3.48% (2021)	Chronic Absenteeism 0.02% as of the first semester 2021/22 school year	Reduce Chronic Absenteeism to below 3%
	CA School Dashboard			
	Local Data	Middle school dropout rates 0.015% (2021)	Middle School dropout rate as of 12/14/21 0.026% (5 students to private affidavit)	Maintain a Middle school dropout rate of less than 1%
		High school dropout rates 10.2%(2020)	N/A - High School dropout rate unknown at Mid Year	Reduce High school dropout rate to below 8%
		High school graduation rates 89.8%(2020)	High School graduation rate 86.2% (2021)	Increase the High school graduation rate to 92%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCSSurvey data	Pupil suspension rate 0% (2020) Pupil expulsion rate 0% (2020) CHKS Survey: 68% of Parents feel FCS treats all students with respect (2021) CHKS Survey: 60% of parents feel FCS has adults who really care about students (2021) FCS Survey: 54% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (45% were neutral or did not know) (2021)	Pupil suspension rate 0.002% at Mid-Year Pupil expulsion rate 0% at Mid-Year N/A-CHKS Survey results not yet compiled. N/A-CHKS Survey results not yet compiled. N/A-FCS Survey completed in February/ March of 2022.	Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% CHKS Survey: The percent of Parents who feel FCS treats all students with respect will increase by 5% CHKS Survey: The percent of parents who feel FCS has adults who really care about students will increase by 5% FCS Survey: The percent of parents who strongly agree or agree, that their child is safe/supervised at the Learning Center will increase by 10%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Professional Development Provide professional development that focuses on supporting students social emotional learning/needs and promotes understanding the relationship between mental health and academic success		No		LCFF \$7,500	\$7,500.00	\$1,708

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.2	Safety Maintain and refine safety responsibilities and processes. Maintain safe and clean facilities by hiring janitors and planning for facility repair/maintenance expenses.		No		LCFF \$77,242	\$77,242.00	\$54,431
2.3	Mental Health Maintain two part time mental health counselors to support student's emotional needs		Yes	LCFF \$57,377		\$57,377.00	\$29,616

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Forest Charter School
CDS Code:	29 10298 0126219
LEA Contact Information:	Name: Peter Sagebiel Position: Executive Director Email: psagebiel@forestcharter.com Phone: (530) 265-4823
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$7,780,648
LCFF Supplemental & Concentration Grants	\$602,134
All Other State Funds	\$1,437,811
All Local Funds	\$52,500
All federal funds	\$495,783
Total Projected Revenue	\$9,766,742

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$9,330,393
Total Budgeted Expenditures in the LCAP	\$5,511,917
Total Budgeted Expenditures for High Needs Students in the LCAP	\$639,508
Expenditures not in the LCAP	\$3,818,476

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$499,161
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$545,626

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$37,374
2020-21 Difference in Budgeted and Actual Expenditures	\$46,465

Update on Additional Funding Received in 2020-21	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22.	As a result of the 2021 Budget Act, Forest Charter School received an allocation for ESSER III from Nevada County Superintendent of Schools that was not included during the original budget adoption for a total of \$244,053. Forest Charter has also been awarded funding for the Educator Effectiveness Block Grant in the amount of \$150,601 to be used over four fiscal years. Expenditures were adjusted for new grant revenue.

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP include: administrative salaries, substitute pay, office support staff, school supplies, extra stipend work, advertising, legal fees, plus any employee benefits related to the above.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School

CDS Code: 29 10298 0126219

School Year: 2021-22

LEA contact information:

Peter Sagebiel

Executive Director

psagebiel@forestcharter.com

(530) 265-4823

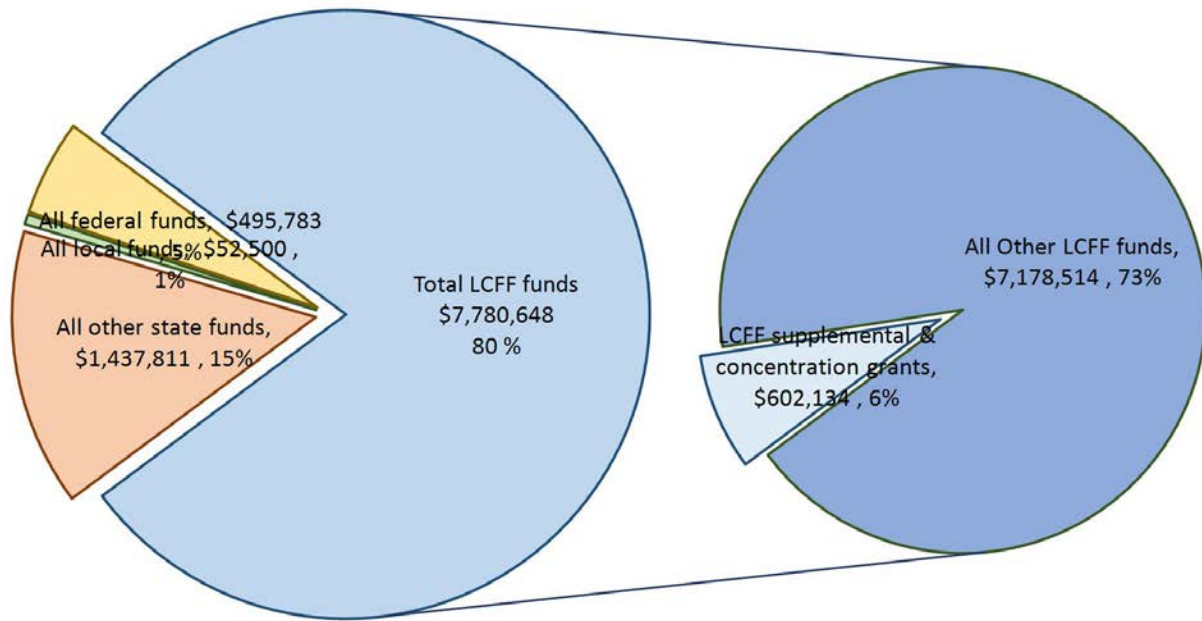
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Update on Additional Funding Received in 2021-22

As a result of the 2021 Budget Act, Forest Charter School received an allocation for ESSER III from Nevada County Superintendent of Schools that was not included during the original budget adoption for a total of \$244,053. Forest Charter has also been awarded funding for the Educator Effectiveness Block Grant in the amount of \$150,601 to be used over four fiscal years. Expenditures were adjusted for new grant revenue.

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

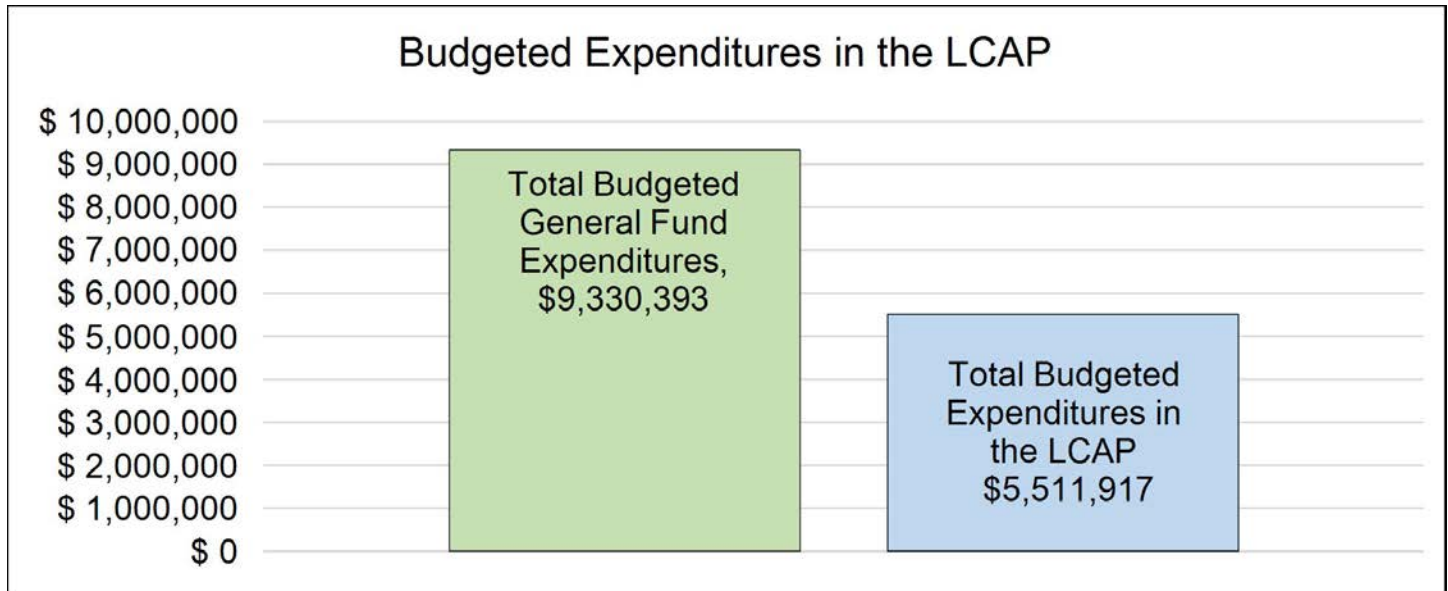


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The total revenue projected for Forest Charter School is \$9,766,742, of which \$7,780,648 is Local Control Funding Formula (LCFF), \$1,437,811 is other state funds, \$52,500 is local funds, and \$495,783 is federal funds. Of the \$7,780,648 in LCFF Funds, \$602,134 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Forest Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Forest Charter School plans to spend \$9,330,393 for the 2021-22 school year. Of that amount, \$5,511,917 is tied to actions/services in the LCAP and \$3,818,476 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

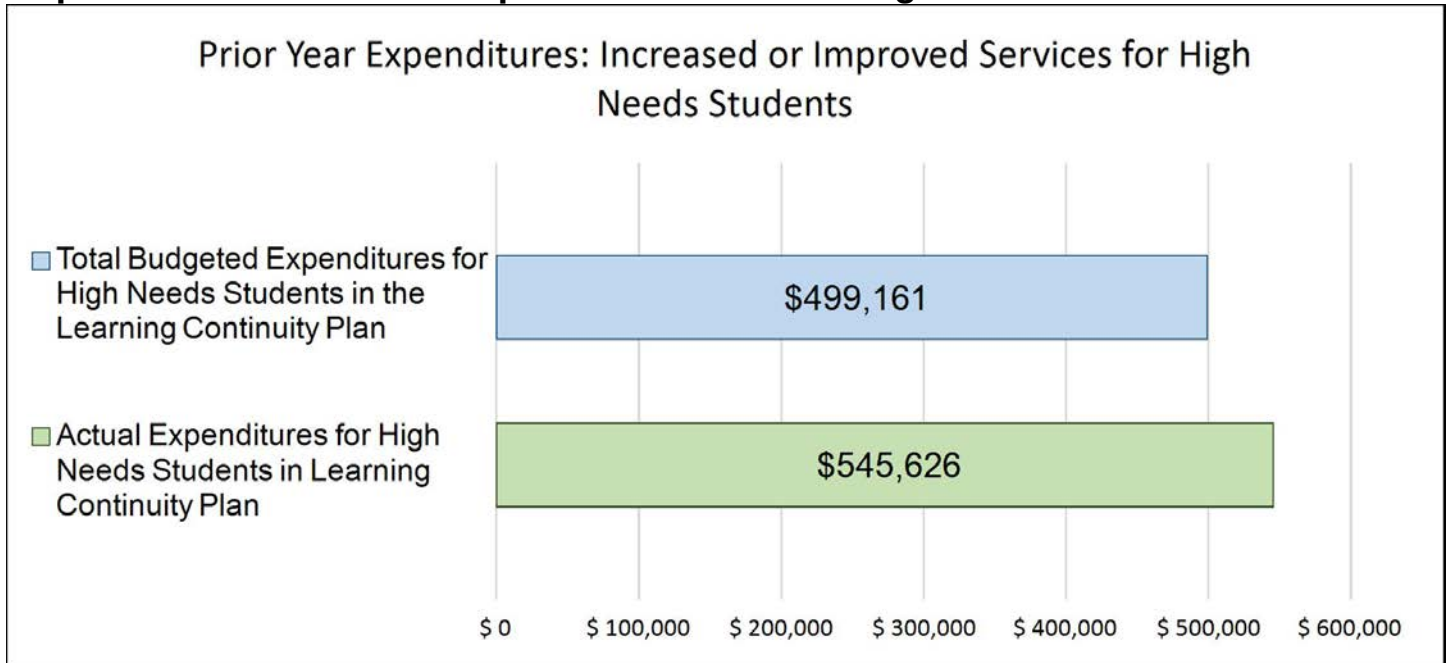
Expenditures not included in the LCAP include: administrative salaries, substitute pay, office support staff, school supplies, extra stipend work, advertising, legal fees, plus any employee benefits related to the above.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Forest Charter School is projecting it will receive \$602,134 based on the enrollment of foster youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend \$639,508 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Forest Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Forest Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Forest Charter School's Learning Continuity Plan budgeted \$499,161 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent \$545,626 for actions to increase or improve services for high needs students in 2020-21.

FOREST CHARTER SCHOOL FY 21-22

2/1/22

Object		Revised Budget	Revenue	% Rcvd
Total Year To Date Revenues		9,393,211	3,552,587	38%
Object	Description	Revised Budget	Actual	% Used
Total Certificated Salaries		3,612,880	1,867,608	55%
Total Classified Salaries		977,972	552,708	50%
Total Employee Benefits		1,883,311	655,804	33%
	4300 MATERIALS AND SUPPLIES	300,914	142,035	50%
	4400 NON CAPITALIZED EQUIPMENT	43,000	3,636	6%
	4700 FOOD	10,000	8,099	67%
Total Books and Supplies		353,914	153,771	43%
Services and Other Operating Expenditures				
	5100 SUBAGREEMENTS FOR SERVICES	1,256,211	817,218	68%
	5210 CONFERENCE	8,000	1,708	11%
	5220 MILEAGE REIMBURSEMENT	200		0%
Expenditure Detail (continued)				
Services and Other Operating Expenditures (continued)				
	5300 DUES AND MEMBERSHIPS	17,500	19,185	110%
	5400 INSURANCE	35,000	22,471	64%
	5510 GAS HEATING/FUEL	10,000	3,756	38%
	5520 ELECTRICITY	20,000	13,808	69%
	5540 WATER	9,000	7,021	78%
	5550 SEWER	1,000	2,876	288%
	5570 GARBAGE	4,000	2,083	52%
	5600 RENT,LEASES,REPAIRS/NON CAP	406,338	250,941	62%
	5800 PROF/CONSUL/SVCS/OP EXPENSE	527,405	292,087	66%
	5801 ADVERTISING	5,000	2,844	57%
	5802 LEGAL FEES	15,000	4,751	32%
	5806 DATA PROCESSING SERVICES	85,000	9,732	11%
	5840 FINGERPRINTING	1,000	344	34%
	5850 OVERSIGHT	74,072		0%
	5852 BUSINESS SERVICES	85,000		0%
	5871 FIELD TRIP CONTRACT/EXP	3,500	146	4%
	5920 POSTAGE/SHIPPING (OUT)	4,000	1,372	34%
	5930 TELEPHONE	20,000	12,359	62%
	5940 INTERNET	500		0%
Total Services and Other Operating Expenditures		2,587,726	1,464,701	
Total Year To Date Expenditures		9,415,803	4,694,592	50%

FOREST CHARTER SCHOOL Date that actuals are posted thru... 1/31/2022

CASH FLOW REPORT 2021-22

PROJECTED YEAR BUDGET Descriptions	Current or Revised Budget 2021-22	Original Budget 2021-22								Total Jul-Jan						Total Jul-Jun
			July	August	September	October	November	December	January		February	March	April	May	June	
Beginning Cash Balance	1,995,031	1,993,589	1,995,031	1,731,127	2,361,553	2,606,475	2,221,776	1,925,710	2,055,624	1,868,058	1,868,058	1,565,409	2,078,322	1,806,399	1,271,409	2,583,128
RECEIPTS																
Prop Tax 8020-8079	929,364	929,364	0	0	0	0	0	0	0		232,341	0	232,341	0	232,341	697,023
State Aid (Appc 8010-8019	3,500,910	5,166,307	186,247	186,247	335,244	335,244	335,244	335,244	335,244	2,048,714	290,439	290,439	290,439	290,439	0	3,210,470
EPA 8080-8099	2,976,843	1,684,977	0	0	513,727	0	0	513,728	0	1,027,455	0	821,039	0	0	821,039	2,669,533
Total 8010-809 8010-8099	7,407,117	7,780,648	186,247	186,247	848,971	335,244	335,244	848,972	335,244	3,076,169	522,780	1,111,478	522,780	290,439	1,053,380	6,577,026
Federal Reven 8100-8299	504,811	128,358	0	0	0	0	0	0	0	0	0	0	0	0	504,811	504,811
Other State Re 8300-8599	1,424,375	1,476,852	0	0	0	0	0	60,385	120,481	180,866	0	226,864	30,726	0	577,957	1,016,413
Other Local Re 8600-8799	56,908	52,500	24,981	24,512	52,273	44,167	61,017	44,481	44,121	295,552	0	0	0	0	0	295,552
Transfers In 8910-8929	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sources 8931-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Contributions 8980-8999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	9,393,211	9,438,358	211,228	210,759	901,244	379,411	396,261	953,838	499,846	3,552,587	522,780	1,338,342	553,506	290,439	2,136,148	8,393,802
DISBURSEMENTS																
Cert Salaries 1000-1999	3,612,880	3,407,969	68,159	289,677	289,677	289,677	289,677	289,677	289,677	1,806,221	289,677	289,677	289,677	289,677	289,677	3,254,606
Actuals			55,731	177,500	326,997	327,514	326,917	326,835	326,113	1,867,607	342,603	342,603	342,603	342,603	342,603	3,580,622
Classified Sala 2000-2999	959,220	1,108,688	22,174	94,238	94,238	94,238	94,238	94,238	94,238	587,602	94,238	94,238	94,238	94,238	94,238	1,058,792
Actuals			36,505	61,377	83,665	98,726	91,746	94,854	85,835	552,708	84,000	84,000	84,000	84,000	83,000	971,708
Empl Benefits 3000-3999	1,881,524	2,005,843	90,940	139,877	139,877	139,877	139,877	139,877	139,877	930,202	139,877	139,877	139,877	139,877	139,877	1,629,587
Actuals			28,967	70,005	109,529	111,428	114,550	111,186	110,140	655,805	144,117	144,117	144,117	144,117	144,117	1,376,390
Supplies 4000-4999	353,914	356,860	6,500	15,000	65,000	40,000	30,000	20,000	15,000	191,500	15,000	25,000	60,000	15,000	10,000	316,500
Actuals			5,514	19,731	36,739	40,610	15,007	22,174	13,995	153,770	33,759	33,759	33,759	33,759	33,759	322,565
Services 5000-5999	2,587,726	2,453,392	300,000	150,000	150,000	175,000	175,000	200,000	300,000	1,450,000	175,000	200,000	175,000	250,000	100,000	2,350,000
Actuals			297,216	189,253	182,457	189,956	182,194	231,876	191,749	1,464,701	220,950	220,950	220,950	220,950	220,950	2,569,451
TOTAL Est.										4,965,525						8,609,485
TOTAL Actual: 4000-5999	9,395,264	2,810,252	423,933	517,866	739,387	768,234	730,414	786,925	727,832	4,694,591	825,429	825,429	825,429	825,429	824,429	8,820,736
Capital Outlays 6000-6999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo 7000-7399	0	89,813	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trf of Indirect 7300-7399	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service 7400-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total 7000-749	8290	89,813	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Trans 7600-7629	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Financing Uses 7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trans 9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	9,395,264	9,422,565	423,933	517,866	739,387	768,234	730,414	786,925	727,832	4,694,591	825,429	825,429	825,429	825,429	824,429	8,820,736
CURR YR NET INC/DEC	(2,053)	15,793	(212,705)	(307,107)	161,857	(388,823)	(334,153)	166,913	(227,986)	(1,142,004)	(302,649)	512,913	(271,923)	(534,990)	1,311,719	(426,934)
Total Prior Year Transaction	(2,600)	73,447	(51,199)	937,533	83,065	4,124	38,087	(36,999)	40,420	1,015,031	0	0	0	0	0	1,015,031
TOTAL NET INC/DEC	0	0	(263,904)	630,426	244,922	(384,699)	(296,066)	129,914	(187,566)	(126,973)	(302,649)	512,913	(271,923)	(534,990)	1,311,719	588,097
ENDING CASH BALANCE	0	0	1,731,127	2,361,553	2,606,475	2,221,776	1,925,710	2,055,624	1,868,058	1,868,058	1,565,409	2,078,322	1,806,399	1,271,409	2,583,128	2,583,128
																~Cash



Forest Charter School

A Personalized Learning Program

Accredited by the Western Association of Schools and Colleges

January 24, 2022

Christy White Associates
348 Olive Street
San Diego, CA 92103

This representation letter is provided in connection with your audit of the financial statements of Forest Charter School, which comprise the statements of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the fiscal year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of January 24, 2022, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated April 9, 2021, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
6. Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
8. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. In addition, you have proposed adjusting journal entries that have been posted to the Organization's accounts. We are in agreement with those adjustments.
9. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
10. Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
11. Guarantees, whether written or oral, under which the Organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

Information Provided

12. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the Organization from whom you determined it necessary to obtain audit evidence.
 - d. Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.
1. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
1. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
1. We have no knowledge of any fraud or suspected fraud that affects the Organization and involves:
 - a. Management,
 - b. Employees who have significant roles in internal control, or
 - c. Others where the fraud could have a material effect on the financial statements.
1. We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
1. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

1. We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.
1. We have disclosed to you the identity of the Organization's related parties and all the related-party relationships and transactions of which we are aware.
1. The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
1. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
1. Forest Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
1. We acknowledge our responsibility for presenting the supplementary information in accordance with U.S. GAAP, and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and we believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP and the State Standards noted. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

Signature: 

Title: — 

FOREST CHARTER SCHOOL

AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2021**

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

Forest Charter (Charter No. 1427)

**FOREST CHARTER SCHOOL
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JUNE 30, 2021**

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Forest Charter School
Nevada City, California

Report on the Financial Statements

We have audited the accompanying financial statements of Forest Charter School (the "Charter") which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Forest Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 24, 2022, on our consideration of the Charter's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is fluid and cursive.

San Diego, California
January 24, 2022

FOREST CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

ASSETS

Current assets	
Cash and cash equivalents	\$ 1,997,631
Accounts receivable	705,812
Prepaid expenses	104,388
Other current assets	19,231
Total current assets	<u>2,827,062</u>
Noncurrent assets	
Deposits	34,117
Capital assets, net	15,046
Total noncurrent assets	<u>49,163</u>
Total Assets	<u>\$ 2,876,225</u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	\$ 555,814
Deferred revenue	254,169
Total liabilities	<u>809,983</u>
Net assets	
Without donor restrictions	<u>2,066,242</u>
Total net assets	<u>2,066,242</u>
Total Liabilities and Net Assets	<u>\$ 2,876,225</u>

The notes to the financial statements are an integral part of this statement.

**FOREST CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021**

	Without Donor Restrictions	With Donor Restrictions	Total
SUPPORT AND REVENUES			
Federal and state support and revenues			
Local control funding formula, state aid	\$ 6,273,754	\$ -	\$ 6,273,754
Federal revenues	171,524	-	171,524
Other state revenues	930,301	-	930,301
Total federal and state support and revenues	7,375,579	-	7,375,579
Local support and revenues			
Payments in lieu of property taxes	1,013,655	-	1,013,655
Investment income, net	22,221	-	22,221
Other local revenues	25,645	-	25,645
Total local support and revenues	1,061,521	-	1,061,521
Donor restrictions satisfied	30,522	(30,522)	-
Total Support and Revenues	8,467,622	(30,522)	8,437,100
EXPENSES			
Program services	6,239,728	-	6,239,728
Management and general	2,174,147	-	2,174,147
Total Expenses	8,413,875	-	8,413,875
CHANGE IN NET ASSETS	53,747	(30,522)	23,225
Net Assets - Beginning, as restated	2,012,495	30,522	2,043,017
Net Assets - Ending	\$ 2,066,242	\$ -	\$ 2,066,242

The notes to the financial statements are an integral part of this statement.

**FOREST CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021**

	Program Services	Management and General	Total
EXPENSES			
Personnel expenses			
Certificated salaries	\$ 2,853,982	\$ 606,682	\$ 3,460,664
Non-certificated salaries	127,439	732,857	860,296
Pension plan contributions	721,102	301,296	1,022,398
Payroll taxes	52,391	62,725	115,116
Other employee benefits	230,497	102,964	333,461
Total personnel expenses	3,985,411	1,806,524	5,791,935
Non-personnel expenses			
Books and supplies	428,769	22,405	451,174
Insurance	26,355	2,928	29,283
Facilities	365,964	65,962	431,926
Professional services	1,298,099	214,921	1,513,020
Depreciation	1,094	-	1,094
Authorizing agency fees	134,036	14,892	148,928
Other operating expenses	-	46,515	46,515
Total non-personnel expenses	2,254,317	367,623	2,621,940
Total Expenses	\$ 6,239,728	\$ 2,174,147	\$ 8,413,875

The notes to the financial statements are an integral part of this statement.

**FOREST CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ 23,225
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation	1,094
(Increase) decrease in operating assets	
Accounts receivable	1,097,129
Prepaid expenses	(66,886)
Increase (decrease) in operating liabilities	
Accounts payable	(226,320)
Deferred revenue	254,169
Net cash provided by (used in) operating activities	<u>1,082,411</u>

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS 1,082,411

Cash and cash equivalents - Beginning 915,220

Cash and cash equivalents - Ending \$ 1,997,631

SUPPLEMENTAL DISCLOSURE

Cash paid for interest \$ -

The notes to the financial statements are an integral part of this statement.

**FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Forest Charter School (the “Charter”) was formed as a nonprofit public benefit corporation on December 1, 2011 for the purpose of operating as a California public school located in Nevada County. The Charter is numbered by the State Board of Education as California Charter No. 1427. Classes began August 2012. The 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. During the year ended June 30, 2021, Forest Charter School served grades K to 12.

Forest Charter School is authorized to operate as a charter school through the Nevada County Superintendent of Schools (the “authorizing agency”). On June 26, 2019, the Nevada County Board of Education approved a charter renewal for the Charter for a five-year term beginning July 1, 2019 and expiring on June 30, 2024. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter’s policy is to prepare its audited financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed. Prior to July 1, 2020, the Charter’s financial activity was included within Nevada County Superintendent of Schools Fund 09 Charter School Fund. Beginning July 1, 2020, the Charter is accurately accounting for its audited financial activity using the not-for-profit accounting model under FASB.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective July 1, 2018. Under the Guide, Forest Charter School is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, the Charter also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Charter’s financial statement presentation.

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the local school district. In lieu of distributing funds out of property tax proceeds, the local school district makes monthly payments to Forest Charter School. Revenues are recognized by the Charter when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

H. Cash and Cash Equivalents

Forest Charter School considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Charter's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2021, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

Forest Charter School has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

Forest Charter School is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- | | |
|---------|--|
| Level 1 | Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets. |
| Level 2 | Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument. |
| Level 3 | Inputs to the valuation methodology are unobservable and significant to the fair value measurement. |

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. New Accounting Pronouncement

Leases

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021. The Charter will determine the impact on the financial statements once required to implement in the 2022-23 fiscal year.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2021, consists of the following:

Cash in county treasury	\$ 1,995,031
Cash in banks, non-interest bearing	2,600
Total Cash and Cash Equivalents	<u>\$ 1,997,631</u>

Cash in Banks

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. Forest Charter School does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2021, Forest Charter School's bank balance was not exposed to custodial credit risk as there were no deposits over \$250,000 in accounts at any one insured bank.

Cash in County Treasury

Policies and Practices

Forest Charter School is a voluntary participant in an external investment pool. The fair value of the Charter's investment in the pool is reported in the financial statements at amounts based upon the Charter's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

Interest Rate Risk

Interest rate risk is the risk that changes in the market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of the investment, the greater the sensitivity of its fair value to changes in the market interest rates. The Charter has managed its exposure to interest rate risk by investing in the County Treasury. The Charter's investments in the Nevada County Investment Pool, which combines the Charter's share of the portfolio, has a combined fair value of \$2,020,829 and an amortized book value of \$1,995,031 as of June 30, 2021. The average weighted maturity for this pool is 544 days.

Fair Value Measurement

Investments in the Nevada County Treasury investment pool are not measured using the fair value input levels noted in Note 1N because the Charter's transactions are based on a stable net asset value per share. All contributions and redemptions are transactions at \$1.00 net asset value per share.

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 2 – CASH AND CASH EQUIVALENTS (continued)

Cash in County Treasury (continued)

General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest Charter funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies examples of the investment types permitted in the California Government Code:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable, as of June 30, 2021, consists of the following:

Local control funding sources, state aid	\$ 94,885
Federal sources	120,678
Other state sources	194,789
In lieu property tax payments	292,131
Other local sources	3,329
Total Accounts Receivable	\$ 705,812

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2021 consists of the following:

	Restated* Balance July 1, 2020	Additions	Disposals	Balance June 30, 2021
Property and equipment				
Furniture and equipment	\$ 16,414	\$ -	\$ -	\$ 16,414
Construction in progress	-	-	-	-
Total property and equipment	16,414	-	-	16,414
Less accumulated depreciation	(274)	(1,094)	-	(1,368)
Capital Assets, net	\$ 16,140	\$ (1,094)	\$ -	\$ 15,046

*See Note 8 for additional information on the restated capital asset beginning balance.

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable, as of June 30, 2021, consists of the following:

Salaries and benefits	\$ 236,823
Due to authorizing agency	157,909
Due to grantor government	120,405
Vendor payables	40,677
Total Accounts Payable	\$ 555,814

NOTE 6 – DEFERRED REVENUE

Deferred revenue, as of June 30, 2021, consists of the \$254,169 from State sources. Deferred revenue includes funding that has been received in cash, however, has not been earned as of June 30, 2021. Funding conditions are expected to be met and revenue will be recognized in the subsequent fiscal year.

NOTE 7 – NET ASSETS

As of June 30, 2021, the Charter did not hold net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. At June 30, 2021, the Charter's net assets without donor restrictions consist of the following:

Net investment in capital assets	\$ 15,046
Board designations	
Reserve for economic uncertainty	420,639
Special education reserve	168,256
Facilities reserve	600,000
Technology upgrades	105,000
Total board designations	1,293,895
Undesignated	757,301
Total Net Assets without Donor Restrictions	\$ 2,066,242

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 8 – PRIOR PERIOD RESTATEMENT

As disclosed in Note 1B, prior to July 1, 2020, the Charter recorded its financial activity under government accounting standards. In governmental funds, only current assets are reported; the cost of capital assets are reported as expenditures in the period when the assets are acquired. To account for the Charter's financial activity under nonprofit accounting standards, an adjustment was posted, as of July 1, 2020, to record previously purchased capital assets and the respective accumulated depreciation.

Net Assets - Beginning, as Previously Reported	\$ 2,026,877
Capital assets, net of accumulated depreciation	16,140
Net Assets - Beginning, as Restated	<u>\$ 2,043,017</u>

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter's financial assets as of June 30, 2021, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets	
Cash and cash equivalents	\$ 1,997,631
Accounts receivable	705,812
Prepaid expenses	104,388
Other assets	19,231
Total Financial Assets, excluding noncurrent	<u>2,827,062</u>
Board designations	<u>(1,293,895)</u>
Financial Assets available to meet cash needs	
for expenditures within one year	<u>\$ 1,533,167</u>

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and non-certificated employees are members of the California Public Employees' Retirement System (CalPERS). As established by federal law, the Charter offers social security to all employees who are not members of their employer's existing retirement plan (CalSTRS or CalPERS).

California State Teachers' Retirement System (CalSTRS)

Plan Description

Forest Charter School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

**FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2020-21 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2020-21 was 16.15% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalSTRS for the fiscal year ended June 30, 2021 was \$554,309, 100% of the required contribution.

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Forest Charter School is estimated at \$320,801. The on-behalf payment amount is computed as the proportionate share of total 2019-20 State on-behalf contributions.

California Public Employees' Retirement System (CalPERS)

Plan Description

Forest Charter School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street; Sacramento, California 95814.

Funding Policy

Active plan members, who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA), specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

Forest Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution for fiscal year 2020-21 was 20.70% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalPERS for the fiscal year ended June 30, 2021 was \$147,288, 100% of the required contribution.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, Forest Charter is approved to operate as a public charter school through authorization by the Nevada County Superintendent of Schools. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 11 – COMMITMENTS AND CONTINGENCIES (continued)

Governmental Funds

Forest Charter School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately \$5,498,294 as of June 30, 2020. Also as of June 30, 2020, CalPERS has estimated the Charter's share of withdrawal liability to be \$5,033,469. The Charter does not currently intend to withdraw from CalSTRS or CalPERS. Refer to Note 10 for additional information on employee retirement plans.

Operating Leases

The Charter rents four facilities throughout Nevada County. The facilities are utilized for instructional services in order to meet the education goals established by the Charter.

On August 1, 2012, the Charter entered into a lease agreement to occupy space located at 470 Searls Avenue in Nevada City, California. The term covered by the lease agreement commenced on August 1, 2012 and terminates on June 30, 2022. The agreement calls for a \$25,000 deposit that the Charter has recorded as a noncurrent asset. During the fiscal year ending June 30, 2021, monthly lease payments were \$13,958.

On May 11, 2020, the Charter entered into a lease agreement to occupy space located at 10725 Pioneer Trail in Truckee, California. The term covered by the lease agreement commenced on June 1, 2020 and terminates on May 31, 2025. The agreement calls for a \$9,117 deposit that the Charter has recognized as a noncurrent asset. During the fiscal year ending June 30, 2021, monthly lease payments were \$13,743.

On June 26, 2018, the Charter entered into a lease agreement to occupy space located at 23221 Foresthill Road in Foresthill, California. The term covered by the lease agreement commenced on August 1, 2017 and terminates on May 30, 2022. During the fiscal year ending June 30, 2021, lease payments totaled \$10,000 and were payable over the course of ten months.

On February 20, 2019, the Charter entered into a lease agreement to occupy space located at 11952 Masters Court in Auburn, California. The term covered by the lease agreement commenced on July 1, 2019 and terminates on June 30, 2021. On April 14, 2021, the lease agreement was extended to June 30, 2023. During the fiscal year ending June 30, 2021, monthly lease payments were \$953.

Future lease payments for the four facilities leases are as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Payments</u>
2022	\$ 356,762
2023	182,085
2024	175,397
2025	165,191
Total	<u>\$ 879,435</u>

FOREST CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021

NOTE 12 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Forest Charter School in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles.

NOTE 13 – RELATED PARTY TRANSACTIONS

The Charter makes payments to the authorizing agency, Nevada County Superintendent of Schools, to provide business services in addition to fees for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total fees for oversight and business services amounted to \$148,928 for the fiscal year ending June 30, 2021.

NOTE 14 – SUBSEQUENT EVENTS

Forest Charter School has evaluated subsequent events for the period from June 30, 2021 through January 24, 2022, the date the financial statements were available to be issued.

On July 9, 2021, the Governor of California approved Assembly Bill 130 (AB 130). Effective July 1, 2021, AB 130 added a provision within the California Education Code whereby all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years. As a result, the new term expiration date to the charter petition mentioned in Note 1A is June 30, 2026. Although no action is required by the charter schools or charter authorizers for this extension, AB 130 does not preclude charter authorizers from invoking revocation procedures.

Management did not identify any other transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

FOREST CHARTER SCHOOL
LEA ORGANIZATION STRUCTURE
JUNE 30, 2021

Forest Charter School, located in Nevada County, was formed as a nonprofit public benefit corporation on December 1, 2011. The charter school operated by the nonprofit, Forest Charter, is numbered by the State Board of Education as Charter No. 1427. The Charter is authorized to operate as a charter school through Nevada County Superintendent of Schools. Classes began in August 2012. During 2020-21, the Charter served approximately 770 students in grades K to 12.

BOARD OF DIRECTORS

<u>Name</u>	<u>Office</u>	<u>Term Expiration</u>
Dan Thiem	Chair	June 2022
Karen Fruchtenicht	Vice Chair	June 2023
Jean Watson	Director	June 2021
Jennifer Sheffo	Director	June 2021
Amea Medeiros	Director	June 2023

ADMINISTRATION

Peter Sagebiel
Director

Meshawn Simmons
Business Director

See accompanying note to supplementary information.

**FOREST CHARTER SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (UNAUDITED ACTUALS) WITH
AUDITED FINANCIAL STATEMENTS
JUNE 30, 2021**

June 30, 2021, fund balance in the General Fund per Annual Financial and Budget Report (Unaudited Actuals)	<u>\$ 2,305,365</u>
Adjustments:	
Increase (decrease) in total net assets:	
Reclass Expanded Learning Opportunity apportionment as deferred revenue	(254,169)
Record beginning balance of capital assets	16,140
Record current year depreciation expense	<u>(1,094)</u>
Net adjustments	<u>(239,123)</u>
June 30, 2021, net assets per audited financial statements	<u>\$ 2,066,242</u>

See accompanying note to supplementary information.

**FOREST CHARTER SCHOOL
NOTE TO THE SUPPLEMENTARY INFORMATION
JUNE 30, 2021**

NOTE 1 – PURPOSE OF SCHEDULES

A. LEA Organization Structure

This schedule provides information about the local education agency (LEA or charter school), including the Charter's authorizing agency, grades served, members of the governing body, and members of the administration.

B. Reconciliation of Annual Financial and Budget Report (Unaudited Actuals) with Audited Financial Statements

This schedule provides the information necessary to reconcile fund balance reported on the Annual Financial and Budget Report (Unaudited Actuals) for the General Fund to net assets on the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Directors of
Forest Charter School
Nevada City, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Forest Charter School (the "Charter") as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated January 24, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

348 Olive Street
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92103

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Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

San Diego, California
January 24, 2022

REPORT ON STATE COMPLIANCEIndependent Auditors' Report

To the Board of Directors of
Forest Charter School
Nevada City, California

Report on State Compliance

We have audited Forest Charter School's compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, California Code of Regulations, section 19810, that could have a direct and material effect on each of Forest Charter School's state programs for the fiscal year ended June 30, 2021, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Forest Charter School's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, California Code of Regulations, section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about Forest Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of Forest Charter School's compliance with those requirements.

Opinion on State Compliance

In our opinion, Forest Charter School complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the following table for the year ended June 30, 2021.

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Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine Forest Charter School's compliance with the state laws and regulations applicable to the following:

Description	Procedures Performed
Local Education Agencies	
Attendance and Distance Learning	Not applicable
Teacher Certification and Misassignments	Not applicable
Kindergarten Continuance	Not applicable
Instructional Time	Not applicable
Instructional Materials	Not applicable
Ratio of Administrative Employees to Teachers	Not applicable
Classroom Teacher Salaries	Not applicable
Early Retirement Incentive	Not applicable
GANN Limit Calculation	Not applicable
School Accountability Report Card	Not applicable
K-3 Grade Span Adjustment	Not applicable
Apprenticeship: Related and Supplemental Instruction	Not applicable
Comprehensive School Safety Plan	Not applicable
District of Choice	Not applicable
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools	
Independent Study – Course Based	Not applicable
Attendance	Yes
Mode of Instruction	Not applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Charter School Facility Grant Program	Not applicable



San Diego, California
January 24, 2022

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**FOREST CHARTER SCHOOL
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2021**

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>None</u>

Federal Awards

*The Charter did not expend more than \$750,000 in federal awards;
therefore, a Federal Single Audit under OMB Uniform Grant Guidance
is not applicable.*

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**FOREST CHARTER SCHOOL
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021**

FIVE DIGIT CODE

20000
30000

AB 3627 FINDING TYPE

Inventory of Equipment
Internal Control

There were no audit findings related to the financial statements during 2020-21.

**FOREST CHARTER SCHOOL
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2021**

FIVE DIGIT CODE

10000
40000
42000
43000
60000
61000
62000
70000
71000
72000

AB 3627 FINDING TYPE

Attendance
State Compliance
Charter School Facilities Programs
Apprenticeship: Related Supplemental Instruction
Miscellaneous
Classroom Teacher Salaries
Local Control Accountability Plan
Instructional Materials
Teacher Misassignments
School Accountability Report Card

There were no audit findings and questioned costs related to state awards during 2020-21.

**FOREST CHARTER SCHOOL
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021**

There was no audit conducted for the nonprofit organization for the 2019-20 fiscal year. The charter school was included in the audit of the Nevada County Superintendent of Schools and no findings pertaining to the charter school were reported in the audit for the 2019-20 fiscal year.

AUDIT CERTIFICATION
2020-2021 FINANCIAL REPORT/AUDIT

FOREST CHARTER SCHOOL
NEVADA COUNTY, CALIFORNIA

In accordance with Education Code section 41020.3(b), the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before February 28, 2022 and

THEREBY, as written verification of said review, the Governing Board reviewed and accepted on _____, the Annual Financial Report as of June 30, 2021.
(Date)

(Signature) District Superintendent

(Date)

Submit the original of the Audit Certification by April 15, 2022
to:

Nevada County Superintendent of Schools
380 Crown Point Circle
Grass Valley, CA 95945

Attention: Amy Chizek

**Forest Charter School -Including all learning centers:
Nevada City, Truckee, Foresthill, and Auburn
2021 School Accountability Report Card**



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 www.cde.ca.gov/ta/ac/sa/

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

2021-22 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

2021-22 District Contact Information

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

2021-22 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.

Please note that Forest Charter used the NWEA benchmark assessments in place of CAASPP for the 2021 state required assessment. This was an option provided by the State due to Covid.

Elementary and High School class size distribution is 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.

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	49
Grade 2	47
Grade 3	44
Grade 4	48
Grade 5	51
Grade 6	53
Grade 7	59
Grade 8	80
Grade 9	70
Grade 10	65
Grade 11	84
Grade 12	82
Total Enrollment	767

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	1.8
Asian	1.6
Black or African American	0.5
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4
White	77.8
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	39.8
Students with Disabilities	12.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
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%

2021-22 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

11/21

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

11/17/2021

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

School Facility Conditions and Planned Improvements

				filters have been placed in all rooms in the 20/21 school year and then replaced in the Fall of 2021. Air purifiers have been added to all rooms and offices in the Fall of 2021.
Interior: Interior Surfaces	X			General wear and tear in MPR/Gym. Carpets thoroughly cleaned over summer of 2020.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest control rating is excellent based on yearly inspection. Currently cleaning three times a week per Covid
Electrical	X			Lighting replaced as needed during 20/21 school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good overall, missing tiles have been covered up, outside drinking fountains turned off due to COVID protocols.
Safety: Fire Safety, Hazardous Materials	X			Extinguishers up to date as of August 3rd 2021.
Structural: Structural Damage, Roofs	X			Roofs are in great shape.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground repaired in Spring of 2020. In Fall of the 20/21 school year a large tree was removed because roots were going into sprinkler system. Also two trees were removed that were dying and hanging over one of the classrooms.

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	415	NT	NT	NT	NT
Female	208	NT	NT	NT	NT
Male	207	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	324	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	415	NT	NT	NT	NT
Female	208	NT	NT	NT	NT
Male	207	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	324	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Grades 3-8 and 11 Student Groups	NWEA Grades 3-8 and 11 Total Enrollment	NWEA Grades 3-8 and 11 Number Tested	NWEA Grades 3-8 and 11 Percent Tested	NWEA Grades 3-8 and 11 Percent Not Tested	NWEA Grades 3-8 and 11 Percent At or Above Grade Level
All Students	403	366	90.8%	9.2%	61.4%
Female	204	190	93.1%	6.9%	64.6%
Male	236	176	74.5%	25.5%	58%

American Indian or Alaska Native	12	6	50%	50%	100%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	38	92.6%	7.4%	38.1%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	347	270	77.8%	22.2%	64.2%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	97	83.6%	16.5%	53.7%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	20	36.3%	63.7%	33.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Grades 3-8 and 11 Student Groups	NWEA Grades 3-8 and 11 Total Enrollment	NWEA Grades 3-8 and 11 Number Tested	NWEA Grades 3-8 and 11 Percent Tested	NWEA Grades 3-8 and 11 Percent Not Tested	NWEA Grades 3-8 and 11 Percent At or Above Grade Level
All Students	403	313	77.6%	22.4%	40.6%
Female	204	162	79.4%	20.6%	34.5%
Male	236	151	63.9%	36.1%	47.2%
American Indian or Alaska Native	12	6	50%	50%	50%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	34	82.9%	17.1%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	347	227	65.4%	34.6%	43.2%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	87	75%	25%	31.7%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	18	32.7%	67.3%	12.6%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	NT	NT	NT	NT
Female	105	NT	NT	NT	NT
Male	91	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	154	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

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

Culinary Arts 1A: Intro - 1 semester

Culinary Arts 1B: Finding your Palate - 1 semester

Emergency Response Pathway

Principles of Public Service: To Serve & Protect - 1 semester

Emergency Medical Responder 1 - 2 semesters

Internship & Employability - 1 semester

(Percent of pupils that complete a CTE program and percent of CTE courses that are Sequenced will be zero because the 2021-2022 school year is the first year in a two year sequence)

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.67
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	25%

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	8.6	4.7	3.5	70.2	32.8	31.2	9.0	8.9	9.4
Graduation Rate	86.0	89.5	86.0	22.0	42.7	45.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	86	74	86.0
Female	49	46	93.9
Male	37	28	75.7
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	72	61	84.7
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	42	32	76.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	7	50.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	851	826	65	7.9
Female	428	417	33	7.9
Male	423	409	32	7.8
American Indian or Alaska Native	15	14	0	0.0
Asian	12	12	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	103	99	8	8.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	37	35	3	8.6
White	664	646	52	8.0
English Learners	0	0	0	0.0
Foster Youth	2	2	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	347	338	48	14.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	113	9	8.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.23	0.00	0.52	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	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	0.00	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	0.00	0.00

2021-22 School Safety Plan

Forest Charter annually reviews and updates the comprehensive safety plan. The main function of the safety plan is to spell out how we deal with fire, lock-down and other emergency procedures. February of 2021 was the latest update which included new evacuation and safety maps. 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
2				
3				
4				
5				
6				

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		
2				
3	1	3		
4	1	2		
5	1	5		
6	4	24		
Other	12	28		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	129		
Mathematics	3	109		
Science	4	56		
Social Science	3	116	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	

2020-21 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	273.6

2020-21 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
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.5
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10857.35	N/A	N/A	\$67424.97
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-22.5	

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.3
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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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	2
Social Science	0
Total AP Courses Offered	7

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 assessment tool 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 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 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. In the Fall of 2021 the staff was trained in IREADY (new local assessment tool) and participated in a Suicide Prevention training.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



2021-2022

Forest Charter School

Comprehensive School

Safety Plan

Charter Council Approved February 8, 2022

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Signatures are collected through an online form and will be included in the plan once they have been completed.

Signature Pages

Included at the end of the document.

Forest Charter School

Peter Sagebiel - Executive Director
Meshawn Simmons -Business Director
Paul Simoes-Dean of Students
BJ Hatcher- Assistant Director
Janice Eggers- Assistant Director
Christine Sween- Assistant Director

Outside Agency Review

Tim Ewing -Sergeant Nevada City Police Department
Sam Goodspeed- Chief Nevada City Fire Department

INTRODUCTION

A. Purpose of the Plan

The purpose of the Forest Charter School (FCS) Comprehensive School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of FCS and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that FCS has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at FCS. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the FCS School Safety Planning Committee and the FCS Collaborative Safety Committee in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 39294.1) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. FCS schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

Lastly, developing, maintaining, and exercising the School Safety Plan increases Forest Charter School's legal protection. FCS is committed to providing students with quality educational experiences in a safe and secure school environment. To implement this commitment, the Comprehensive Safe School Safety Plan was developed in accordance with the objectives of SB 187. Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment and safe work environment for all employees and students.

B. Scope of the Plan

The FCS School Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Comprehensive School Safety Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident. Identified hazards parallel those identified in the Local Hazard Mitigation Plan of Nevada County.

2. School Board Policy Statement

The FCS Comprehensive School Safety Plan operates within the framework of the approved FCS School Board policies. Policies are available upon request and can be found on the FCS website at (<https://www.forestcharter.com/domain/108>).

Mandated Policies and Procedures

The FCS School Safety Planning Committee has reviewed the site safety plan from 20119-20 and made necessary updates and revisions. The safety plan includes the following

Components (school site policies and procedures in reference to Ed Code 35294.2 available upon request):

- Child abuse reporting consistent with Penal Code 11164 (Online training conducted through FCS)
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6 (Online training conducted through FCS)
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school: all visitors must sign in at the front office.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

C. Situation Overview/Hazard Analysis Summary

1. Office Population

A. The FCS office is located on the Nevada City Campus at 470 Searls Avenue, Nevada City, California. The main office building is two stories, but is built on a hill and therefore has a “ground level” entrance for each level. At the time of this writing, there are 13 office/admin employees on this campus with all but three employees housed in the main office building. Several itinerant workers may use open offices at various times. In addition, One office work is housed at the Truckee Learning Center and one at the Foresthill Learning Center.

2. School Population – Since Forest Charter School is a non-classroom based school, teachers and students are not always on campus.

A. **Nevada City Learning Center (NCLC)** is located at 470 Searls Avenue, Nevada City, California. At the time of this writing, the NCLC serves approximately 460 students in grades K-12 and 23 Supervising Teachers as well as the main office which includes three full time administrators, an administrator who is there three days per week, a college advisor and 8 office personnel. In addition, several instructors teach as part of our high school classes and/or our K-8 enrichment program.

B. **Truckee Learning Center (TLC)** is located at 10725 Pioneer Trail, Truckee, California in a two-story building. At the time of this writing, the TLC serves approximately 195 students in grades K-12 and 9 Supervising Teachers as well as a full-time administrator, an additional administrator who is there two days per week, and a full-time admin assistant. In addition, several instructors teach as part of our high school classes and/or our K-8 enrichment program.

C. **Foresthill Learning Center (FHLC)** is located at 23221 Forest Hill Road, Foresthill, CA in a one-story main building and three portable classrooms. The FHLC operates three days per week (Monday, Tuesday, Thursday). At the time of this writing, the FHLC serves approximately 88 students in grades K-8 (although some 9-12 students come to the FHLC for meetings/services) and 6 Supervising

Teachers as well as an administrator and an office assistant for the three days the learning center is open. In addition, several instructors teach as part of our K-8 enrichment program.

- D. **Auburn Learning Center (ALC)** is located at 11952 Masters Court, Auburn, California in a one-story office. Unlike the other learning centers, the ALC is a small office used as a meeting space for teachers and families. At the time of this writing, the ALC serves approximately 47 students in grades K-12 and 4 Supervising Teachers. Since this is only a meeting space, there isn't an administrator on campus.

Special Needs Population

FCS is committed to the safe evacuation and transport of students and staff with special needs on each school site. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Operations Plan

2. Building Information

- A. **Nevada City Learning Center (NCLC)** is located at 470 Searls Avenue, Nevada City, California. There is approximately 19,607 square feet of space. The campus consists of a two-story main office (with ground level entrances for each level), a multi-purpose room, 12 individual rooms (classrooms, resources, computer lab) mostly broken into two-room pods. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the Appendix.
- B. **Truckee Learning Center (TLC)** is located at 10725 Pioneer Trail, Truckee, California in a two-story building. There is approximately 7460 square feet of space. The building consists of 10 classrooms, an office, a teacher workroom, and storage areas. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the Appendix.
- C. **Foresthill Learning Center (FHLC)** is located at 23221 Forest Hill Road, Foresthill, CA in a one-story main building and three portable classrooms. There is

approximately 1200 square feet of space. The campus consists of a one-story main building and 3 individual rooms. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the Appendix.

- D. **Auburn Learning Center (ALC)** is located at 11952 Masters Court, Auburn, California in a one-story office. There is approximately 1050 square feet of space. The campus consists of a one-story main building and 3 individual rooms. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the Appendix.

Hazard Analysis Summary

The Nevada County Operational Area Emergency Services Council prepared a Local Hazard Mitigation Update Plan on behalf of the County, its incorporated cities and towns and participating districts. The Plan preparation process culminated in a completed document while providing the participants with a clear understanding of local risks and tangible mitigation plans for reducing or eliminating long-term risk to people and property from natural and human caused hazards and their effects. The Plan meets the requirements of the Disaster Mitigation Act of 2000 and maintains the eligibility of Nevada County and all other participants in the Plan for FEMA Pre-Disaster Mitigation (PDM) and Hazard Mitigation Grant Programs (HMGP). The Plan preparation process followed a methodology recommended by FEMA. The planning process examined the recorded history of losses resulting from natural and selected human-caused hazards and analyzed the future risks to the county by these hazards. The planning effort undertaken for the Nevada County Fire Plan was an integral part of the plan.

Forest Charter School recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Local Hazard Mitigation Update Plan of Nevada County 2017 serves as a tool for assessing potential hazards affecting school sites. NCSOS utilizes the FEMA training and template E/L 361 and G364: Multi-hazard Emergency Planning for Schools and the Local Hazard Mitigation Plan (LHMP of Nevada County to help develop this Comprehensive School Safety Plan.

Mitigation Assessment

Forest Charter School has multiple locations within two counties (Placer and Nevada County). The greater number of campuses are in Nevada County, with one campus in Forest Hill which is in Placer County. When considering Hazard assessment and mitigation, the Local Plans of both counties are considered.

A full description of all noted hazards and vulnerabilities is available at [Nevada-County-LHMP-Update-Complete-PDF \(mynevadacounty.com\)](https://www.nevadacounty.gov/files/2021/04/Nevada-County-LHMP-Update-Complete-PDF.pdf) in the Local Hazards and Mitigation Update Plan and <https://www.placer.ca.gov/1381/Local-Hazard-Mitigation-Plan>. For school site purposes, this safety plan will focus on the top priorities. Covid-19 continues to be a rapidly evolving situation. Covid Prevention Plans are found in the appendix.

According to the Local Hazard Mitigation Update Plan of Nevada County 2017, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as a high risk. The interior and exterior portions of all school buildings and school grounds have been assessed for additional potential hazards that may impact the site, staff, and visitors. Identified hazards have been assessed by risk and likelihood and ranked accordingly. FCS collaborates with Nevada County Office of Emergency Services and local fire departments for mitigation assessment.

The following is a review of mitigation assessments from the 2017 Local Mitigation Hazard Plan Update of Nevada County:

This Plan Update was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 (Public Law 106-390) and the implementing regulations set forth by the Interim Final Rule published in the Federal Register on February 26, 2002, (44 CFR §201.6) and finalized on October 31, 2007. (Hereafter, these requirements and regulations will be referred to collectively as the Disaster Mitigation Act (DMA or DMA 2000.) While the act emphasized the need for mitigation plans and more coordinated mitigation planning and implementation efforts, the regulations established the requirements that local hazard mitigation plans must meet in order for a local jurisdiction to be eligible for certain federal disaster assistance and hazard mitigation funding under the Robert T. Stafford Disaster Relief and Emergency Act (Public Law 93-288). This planning effort also follows FEMA's 2013 Plan Preparation Guidance. Because the Nevada County Planning Area is subject to many kinds of hazards, access to these programs is vital.

Information in this plan will be used to help guide and coordinate mitigation activities and decisions for local land use policy in the future. Proactive mitigation planning will help reduce the cost of disaster response and recovery to communities and their residents by protecting critical community facilities, reducing liability exposure, and minimizing overall community impacts and disruptions. The Planning Area has been affected by hazards in the past and is thus committed to reducing future impacts from hazard events and maintaining eligibility for mitigation-related federal funding.

Highlights of new information and analyses contained in this Plan Update includes the following: (Please see the full plan at www.mynevadacounty.com)

- Multiple new hazards were added – including climate change, drought and water shortage, levee failure, extreme heat, extreme cold, snow, and freeze.
- Multiple hazards from the previous plan were dropped, due to their lack of planning significance in the County. This includes human health hazard, pandemic flu, and airborne hazards.
- More detailed discussion of vulnerability to the County from agricultural hazards was included.
- Climate change has been addressed as a stand-alone hazard as well as within the hazard profiles of each identified hazard to assist the County in considering climate change issues when identifying future mitigation actions for the Planning Area.
- New dam data provided by Cal OES was used for the Dam inventory and analysis. This data included an updated hazard classification for identified dams.
- The drought hazard was added and included water shortage impacts to the County, to better align with the State of California Hazard Mitigation Plan and to reflect the significant issues related to drought conditions resulting from the current and ongoing drought within the County and State of California.
- More detailed GIS analysis was performed for earthquake, including a Hazus earthquake simulation to show risk to the County from earthquake.
- More detailed GIS analysis was performed for the flooding hazard for both 100- and 500-year floods, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- More detailed GIS analysis was performed for landslides and debris flows, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- An entire rework of the risk assessment for each identified hazard. This included reworking the hazard profile and adding new hazard event occurrences; redoing the entire vulnerability analysis to add items identified below and updating the vulnerability assessment based on more recent hazard data as well as using the most current parcel and assessor data for the existing built environment.
- Utilizing updated critical facility GIS mapping for the Planning Area to provide an updated inventory of critical facilities by jurisdiction and a GIS analysis of critical facilities to mapped hazards.
- An enhanced vulnerability assessment which added a GIS analysis of updated future development areas in the Planning Area and specific to each of the mapped hazards.
- Incorporation and analysis of the new 2010 Census data was utilized for this LHMP update.
- Also, as required by current FEMA planning guidance, an analysis of each jurisdictions' ongoing and continued compliance with the NFIP was included in this LHMP Update. 2

Priority list based on likelihood of occurrence:

- a) Urban and wildland fire
- b) Severe weather (heavy rain/thunderstorm/lightning/hailstorm, snow and ice and wind)
- c) Flood
- d) Drought
- e) Dam failure
- f) Landslides
- g) Avalanches
- h) Earthquakes
- i) Volcanoes
- j) Agricultural hazards
- k) Natural Health Hazards such as West Nile Virus
- l) Earth Subsidence (due to mining activities) Mitigation Plan (2011)

A full description of all noted hazards and vulnerabilities is available at www.mynevadacounty.com in the Local Hazards and Mitigation Update Plan of 2017. For school site purposes, this safety plan will focus on the top priorities.

Hazard/Problem Description: Wildfire

California is recognized as one of the most fire-prone and consequently fire-adapted landscapes in the world. The combination of complex terrain, Mediterranean climate, and productive natural plant communities, along with ample natural and aboriginal ignition sources, has created conditions for extensive wildfires. Wildland fire is an ongoing concern for the Nevada County Planning Area. Generally, the fire season extends from early spring through late fall of each year during the hotter, dryer months. Fire conditions arise from a combination of high temperatures, low moisture content in the air and fuel, an accumulation of vegetation, and high winds.

Potential losses from wildfire include human life, structures and other improvements, natural and cultural resources, quality and quantity of water supplies, cropland, timber, and recreational opportunities. Significant economic losses can also result. Smoke and air pollution from wildfires can be a severe health hazard. In addition, catastrophic wildfire can create favorable conditions for other hazards such as flooding, landslides, and erosion during the rainy season.

Wildland Urban Interface

Throughout California, communities are increasingly concerned about wildfire safety as increased development in the foothills and mountain areas and subsequent fire control practices have affected the natural cycle of the ecosystem. While wildfire risk is predominantly associated with wildland urban interface (WUI) areas, significant wildfires can also occur in heavily populated areas. The wildland urban interface is a general term that applies to development adjacent to landscapes that support wildland fire. The WUI defines the community development into the foothills and mountainous areas of California.

The WUI describes those communities that are mixed in with grass, brush and timbered covered lands (wildland). These are areas where wildland fire once burned only vegetation but now burns homes as well. The WUI for Nevada County is shown in Figure 4-59. The WUI for Nevada County consists of communities at risk (shown in Table 4-83 in Section 4.2.17) as well as the area around the communities that pose a fire threat.

There are two types of WUI environments. The first is the true urban interface where development abruptly meets wildland. The second WUI environment is referred to as the wildland urban intermix. Wildland urban intermix communities are rural, low density communities where homes are intermixed in wildland areas. Wildland urban intermix communities are difficult to defend because they are sprawling communities over a large geographical area with wild fuels throughout. This profile makes access, structure protection, and fire control difficult as fire can freely run through the community.

WUI fires are the most damaging. WUI fires occur where the natural and urban development intersect. Even relatively small acreage fires may result in disastrous damages. WUI fires occur where the natural forested landscape and urban-built environment meet or intermix. The damages are primarily reported as damage to infrastructure, built environment, loss of socio-economic values and injuries to people.

The pattern of increased damages is directly related to increased urban spread into historical forested areas that have wildfire as part of the natural ecosystem. Many WUI fire areas have long histories of wildland fires that burned only vegetation in the past. However, with new development, a wildland fire following a historical pattern now burns developed areas. WUI fires can occur where there is a distinct boundary between the built and natural areas or where development or infrastructure has encroached or is intermixed in the natural area. WUI fires may include fires that occur in remote areas that have critical infrastructure easements through them, including electrical transmission towers, railroads, water reservoirs, communications relay sites or other infrastructure assets. Human impact on wildland areas has made it much more difficult to protect life and property during a wildland fire. This home construction has created a new fuel load within the wildland and shifted firefighting tactics to life safety and structure protection.

Factors contributing to the wildfire risk in Nevada County include:

- Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- Excessive vegetation along roadsides and hanging over roads, fire engine access, and evacuation routes;
- Drought and overstocked forests with increased beetle infestation or kill in weakened and stressed trees;

- Narrow and often one-lane and/or dead-end roads complicating evacuation and emergency response as well as the many subdivisions that have only one means of ingress/egress;
- Inadequate or missing street signs on private roads and house address signs; ➤ Nature and frequency of lightning ignitions; and
- Increasing population density leading to more ignitions.

Risk Assessment

The HMPC conducted a risk assessment that identified and profiled hazards that pose a risk to the County and participating jurisdictions, assessed the vulnerability of the planning area to these hazards, and examined the existing capabilities to mitigate them.

The County is vulnerable to numerous hazards that are identified, profiled, and analyzed in this plan. Floods, earthquakes, drought, liquefaction, landslides, wildfires, and other severe weather events are among the hazards that can have a significant impact on the County.

Table ES-2 details the hazards identified for the County LHMP.

Hazard	Geographic Extent	Probability of Future Occurrences	Magnitude/Severity	Significance	Climate Change Influence
Ag Hazards: Severe Weather/Insect Pests	Significant	Highly Likely	Critical	High	High
Avalanche	Limited	Highly likely	Negligible	Low	Low
Climate Change	Extensive	Likely	Critical	Medium	High
Dam Failure	Significant	Occasional	Catastrophic	High	Low
Drought and Water Shortage	Extensive	Likely/ Occasional	Critical	Medium	Low
Earthquake	Extensive	Unlikely	Critical	Medium	Low
Flood: 100/500-year	Extensive	Occasional/Unlikely	Critical	High	Medium
Flood: Localized/Stormwater	Significant	Highly Likely	Limited	Medium	Medium
Hazardous Materials Transportation (interstates, railroads, pipelines)	Limited	Likely	Limited	Medium	Low
Landslide, Debris & Mud Flows	Significant	Likely	Critical	Medium	Low
Levee Failure	Limited	Unlikely	Limited	Low	Low
Severe Weather: Extreme Cold, Snow, and Freeze	Significant	Highly Likely	Limited	Medium	Medium
Severe Weather: Extreme Heat	Significant	Likely	Critical	Medium	Medium
Severe Weather: Heavy Rains and Storms (wind/tornado/hail, lightning)	Significant	Highly Likely	Critical	Medium	High
Subsidence	Significant	Likely	Negligible	Medium	Medium
Volcano	Significant	Unlikely	Limited	Low	Low
Wildfire (smoke, tree mortality, conflagration)	Extensive	Highly Likely	Catastrophic	High	High

Geographic Extent	Magnitude/Severity
Limited: Less than 10% of planning area	Catastrophic—More than 50 percent of property severely damaged; shutdown of facilities for more than 30 days; and/or multiple deaths
Significant: 10-50% of planning area	Critical—25-50 percent of property severely damaged; shutdown of facilities for at least two weeks; and/or injuries and/or illnesses result in permanent disability
Extensive: 50-100% of planning area	Limited—10-25 percent of property severely damaged; shutdown of facilities for more than a week; and/or injuries/illnesses treatable do not result in permanent disability
Probability of Future Occurrences	Significance
Highly Likely: Near 100% chance of occurrence in next year, or happens every year.	Negligible—Less than 10 percent of property severely damaged, shutdown of facilities and services for less than 24 hours; and/or injuries/illnesses treatable with first aid
Likely: Between 10 and 100% chance of occurrence in next year, or has a recurrence interval of 10 years or less.	Low: minimal potential impact
Occasional: Between 1 and 10% chance of occurrence in the next year, or has a recurrence interval of 11 to 100 years.	Medium: moderate potential impact
Unlikely: Less than 1% chance of occurrence in next 100 years, or has a recurrence interval of greater than every 100 years.	High: widespread potential impact
	Climate Change Impact:
	Low: Climate change is not likely to increase the probability of this hazard.
	Medium: Climate change is likely to increase the probability of this hazard.
	High: Climate change is very likely to increase the probability of this hazard.

Identified High –Priority Hazards

Fire Urban and Wildland	“Fire hazards are the most prevalent type of hazard. “Accepting Nevada County’s terrain, climate, rainfall and forest land/urban mix, it is a certainty that significant wildland fires are going to continue as a threat. Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur”. Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s town and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type. Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a
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	wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Nevada County. North winds in Nevada County are especially conducive to hot, dry conditions, which can lead to "red flag" days indicating extreme fire danger. Winds coming from the southeast have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to reach terrain for firefighters.
Severe Weather	Rain, snow, lightning and high winds are likely to continue as one of the natural threats to Nevada County. Transportation for students is one of the main concerns relating to severe storms. The Nevada County Office of Emergency Services, CalTrans, Nevada County Superintendent of Schools, local school districts, and the California Highway Patrol work together to determine school closures as needed.
Flood	Flooding is a natural feature of the climate, topography, and hydrology of NCSOS and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. As identified in the Nevada County General Plan (1996); "Areas within Nevada County subject to 100-year and 500-year flooding are as follows: Deer Creek west from Scott's Flat Reservoir through Nevada City towards Lake Wildwood; two tributaries bordering Alta Sierra and Highway 49 to the east and west; along Bear River to Rollins Reservoir; Little Greenhorn Creek; Greenhorn Creek; Steep Hollow Creek; the South Yuba River; the entire extent of the Truckee River through eastern Nevada County; and tributaries that run south into Prosser Creek Reservoir, Boca Reservoir, and Martis Creek Reservoir. Shorter stretches are located south of Nevada City; along Highway 20 near Penn Valley; and in the northwest area of the county. The flood hazard areas are generally confined to the areas adjacent to the County's local rivers and streams." Grass Valley identified the following flood hazards in its 2020 General Plan Update as follows: "As indicated by Federal Emergency Management Agency Flood Insurance Rate Maps (FIRM), the City of Grass Valley and the

	General Plan Planning Area are relatively well drained. The 100-year flood designations are generally confined to narrow bands along local drainages. Few transportation corridors are susceptible to flooding in a 100-year flood event. Idaho-Maryland Road east of SR 49/20 and South Auburn Street south of Whiting Street will be flooded during a 100-year flood.” Some backyard flooding has occurred along Mill Street as it abuts Wolf Creek. “To the extent culverts and storm drains are not maintained, other localized flooding could occur. Structures located in the flood hazard areas would be subject to flooding in a 100-year flood event unless special mitigation is employed” (Nevada County EOP, p. 42).
Hazardous Materials	“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas: Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them. Interstate 80 and State Routes 20, 49, 89, 174, and 267 are areas of concern, as are the Union Pacific railroad tracks, which roughly parallel I-80. In addition, the underground pipelines which provide natural gas to various parts of Nevada County and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks. Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it” (Mitigation Plan 2011, p. 34).
Earthquake	The western half of Nevada County is in the lowest Earthquake Shaking Potential for California. It is likely that the region will be impacted by future seismic activity and with the exception of the far eastern edge of the County; the magnitude of the incident is not likely to be severe. Lake of the Pines is the primary community developed in the 8-10% peak ground acceleration zone of Nevada County. Developed primarily since the 1960's, Lake of the Pines would not be expected to suffer significant damage during a normal earthquake event for this area.

	Grass Valley, Nevada City, Penn Valley, Cedar Ridge, Lake Wildwood, Rough and Ready, and North San Juan are the communities primarily in the 10-15% peak ground acceleration zone. Of these communities, Grass Valley, North San Juan, Rough and Ready and Nevada City are those, which have structures of un-reinforced masonry buildings in their older neighborhoods and commercial districts. While possible, it is not expected that normal seismic activity in this area would result in significant damage. (Mitigation Plan 2011, p.28).
Human Health Hazards	“The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Nevada County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their compacted human population. West Nile Virus Nevada County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited control program. The Nevada West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public. Pandemic Flu Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune response or have a susceptibility to respiratory disease from a pre-existing condition(s). Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34)
Intruder	While a hostile intruder incident has never occurred at any FCS facility, like any educational institution, it is vulnerable to intruders.
Terrorism	FCS and other public institutions are vulnerable to terrorist activity.

Vulnerabilities

Fire	The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wild land fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wild land fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wild land urban interfaces, educate residents, and provide a rapid response to wildland fires when they start. Potential emergency power shut off by Pacific Gas and Electric are in place for high fire danger days.
Severe Weather	Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.
Dam Break	An identified vulnerability would be a collapse of Upper Scotts Flat Dam, which would immediately overflow Lower Scotts Flat Dam. Approximately 25% of Nevada City and 65% of the downtown historic district would be submerged in such a failure” (Mitigation Plan 2011, p19).
HazMat	“The intersection of State Highway 49 and State Highway 20 is of particular concern for hazmat incidents. State Highway 20 is an alternate route when Interstate 80 is otherwise closed. State Highway 49 is the primary access highway for western Sierra County. Increasing population and commerce will invariably result in increasing shipment of hazardous materials on these two significant local routes. The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wildland fires threat. Residential developments in wild land areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wildland fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources

	at wildland urban interfaces, educate residents, and provide a rapid response to wildland fires when they start.
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Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. FCS fosters preparedness at all levels and serves as a resource to the school districts in Nevada County. Examples of preparedness actions include: maintaining this plan, conducting training, planning and implementation of drills and exercises. Forest Charter School's Executive Director and other learning center administrators maintain a cooperative and collaborative relationship with local law enforcement, fire, and emergency medical services.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. FCS is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. Our policies include policies for bullying and other actions that undermine the safe haven of our schools.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. FCS has worked to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. Compliance with requirements for defensible space is completed on each school campus. Ingress/Egress plans are in place at each site to ensure the safety of staff, students, and visitors.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. FCS and the schools that fall under its jurisdiction were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted at FCS. Fire drills, in compliance with the California education code, are conducted at school sites utilizing evacuation routes and practiced with staff and students. Visits to school sites are conducted annually, by the Director of School Safety and representatives from local fire services, to discuss wildfire preparedness and protocol.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows FCS to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Plan assumes:

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning. Code Red serves as the county emergency notification system. Education is in place to inform community members of process for registration. Drills using the system occur during the school year to encompass that population group (students and staff)
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of FCS affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness including Go-Bags.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR, First Aid.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene. Training is conducted to provide compliance in CPR and First Aid.
- Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills will prevent or reduce incident-related losses.

- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve FCS readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

2. Limitations

It is the policy of FCS that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, FCS can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, FCS participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

FCS recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. FCS works with local government agencies to remain NIMS compliant.

NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. FCS will make every effort to promote ICS 100 training on school sites.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. FCS will make every effort to promote IS-700 training on school sites.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, FCS offices may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at FCS offices and school sites will be delegated the authority to direct all incident activities **until command is passed to appropriate local law enforcement or fire service personnel**. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the school Executive Director or designee and County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander **or local law enforcement or fire service personnel**.

C. Initial Response

Support personnel and teachers are usually first on the scene of an incident. As Disaster Service Workers, staff members are expected to take charge and manage the incident until

it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility.** Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Executive Director, learning center administrator or their designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The Executive Director, learning center administrator or his/her designee will assign an Incident Commander based who is most qualified for that type of incident. School sites will incorporate the ICS protocol and follow site specific plans. The Incident Commander will report situation status to the Executive Director and/or Assistant Director and **will transfer command to local law enforcement or fire service personnel as appropriate.**

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The Executive Director and other administrators are not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. All school sites follow their site specific/incident specific appendix to the comprehensive school safety plan.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Executive Director

The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director still retains the overall responsibility for the safety of staff and students on school sites within the FCS jurisdiction. However, delegating the authority to manage the incident allows the Executive Director to focus on policy-level activities and interfacing with other agencies, staff, and parents. **Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.**

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. **(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)**

B. Teachers on school sites

On any FCS school site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR. FCS offers regular CPR/first aid training.

C. Instructional Assistants on school sites

Responsibilities include assisting teachers as directed.

D. Counselors, Social Workers, and Psychologists on School Sites

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

E. County Health Coordinator/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies

F. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school

G. Office Staff on school sites

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers. Follow template provided by Public Information Officer (PIO).
- Provide for the safety of essential documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the Superintendent and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Document date, time, incident, and response information.

H. Visitors at FCS or school sites

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

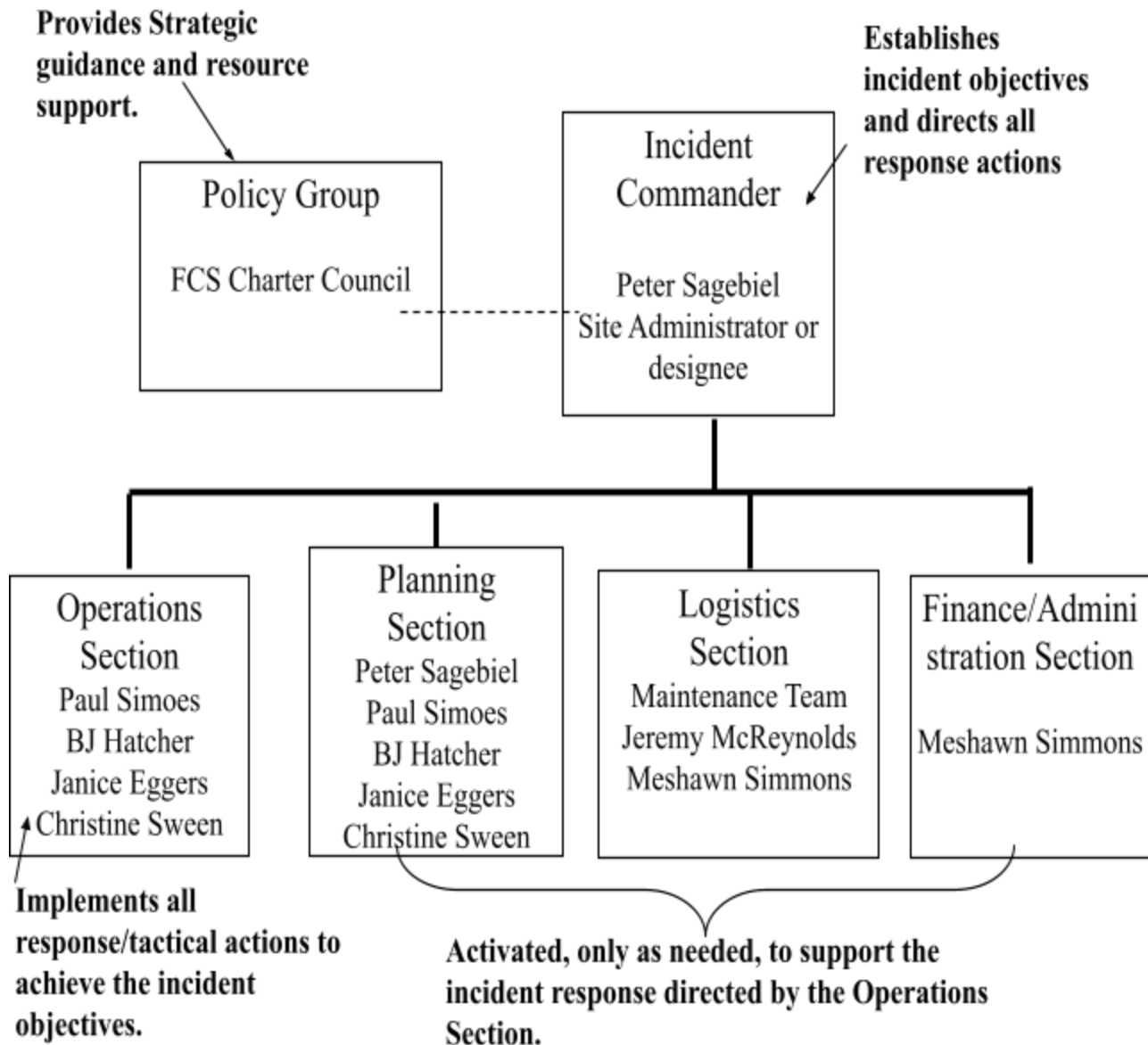
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Policy Group.

Office/School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
 - Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
 - Coordinate media relations and information dissemination with the principal.
 - Develop working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
 - Document all activities.
2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by incident.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Strike Teams described in the following table may be established within the Operations Section. **FCS staff may be assigned to specific sites to assist in operations.**

Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: - Identifying and marking unsafe areas. - Conducting initial damage assessment. - Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: - Setting up first aid area for students. - Assessing and treating injuries. - Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: Locating all utilities and turning them off, if necessary. Securing and isolating fire/HazMat. Assessing and notifying officials of fire/HazMat. Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for: Assessing need for onsite mental health support. Determining need for outside agency assistance. Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: Setting up secure reunion area. Checking student emergency cards for authorized releases. Completing release logs. • Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
 - Document all activities.
4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee the communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
 - Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
 - Document all activities.
5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, FCS Business offices may assume responsibility for these functions.

B. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the FCS offices or designated location. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.

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- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

1. Community Emergency Operations Plan (EOP)

FCS maintains a site-specific Comprehensive School Safety Plan Annex to address hazards and incidents. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement, emergency medical services and fire services personnel.

2. Coordination with First Responders

An important component of the FCS Comprehensive School Safety Plan is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and FCS. Regular communication, collaboration, drills, and exercises maintain an active working relationship.

Various agencies and services include county governmental agencies such as public health, mental health, behavioral health, law enforcement and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting if an incident or traumatic event is taking place in the community. School staff fall under the role of Disaster Services Workers (DSW) and can be activated as needed by Nevada County Office of Emergency Services. **If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders.** A transfer of command briefing shall occur. FCS Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

FCS will use their own site and/or school resources and equipment to respond to incidents until incident response personnel arrive.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines FCS communications plan and supports its mission to provide clear, effective internal and

external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Parent Square is a phone system available to make all calls to programmed staff, schools, and parents.
- Text messages may be sent to cell phones; as well all call may be sent to cell phone numbers.
- Emails may be sent to staff as an effective communication tool.
- Intercom communication may be used to communicate quickly with staff/students at a particular learning center.
- Telephone Tree: If other means of communication are not available a telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the superintendent, director or principal, who contacts the members of the staff.

2. Communication with specific school sites

- Site specific staff will communicate with the FCS office who will notify others as appropriate. Forms of communication may include:
 - Hard-line phone communication to main office and learning centers
 - Cell phone call directly to Superintendent/Associate Superintendent/Principals or Directors
 - Text
 - Email
 - Fax

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from FCS about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, FCS will:

- Develop a relationship with school site administrators so that they trust and know how to access alerts and incident information.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Inform the community of the school site relationships with NCSOS.

In the event of an incident, FCS will:

- Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents, staff and the FCS board about exactly what is known to have happened at specific school sites.
- Implement the plan to manage phone calls and parents who arrive at school or at school site as requested.
- Describe how the school, district, and county offices are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, FCS and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the school site principal and Policy Group.

All FCS employees are to refer all requests for information and questions to the designated spokesperson (generally the Executive Director) or Joint Information Center (if established).

Media contacts at the major television, Internet, and radio stations are maintained by the FCS administrative assistant. In the case of an incident, these media contacts will broadcast FCS external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible.

To combat rumors, FCS will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries. These people are primary sources of

information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, FCS will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. **Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.** FCS frequently reviews the School Safety Plan with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/school site teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

- Provide detailed facilities data to the site-specific District Offices so that it can estimate temporary space reallocation needs and strategies. NCSOS will serve as a resource to assist with any needs.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- School sites will advise the District and County Office of recovery status.

School sites will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for staff/teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that FCS may use include the following:

- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, FCS will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at FCS and County levels. FCS will follow all requirements of local, state and federal funding requirements for disaster relief.

B. Recordkeeping

1. Administrative Controls

FCS Business Office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for FCS. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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FCS or designee is responsible for the overall maintenance and revision of the School Safety Plan. Site specific/incident specific response planning, coordination of training, exercising, and drills are the responsibility of the Director or designee at each school site.

The FCS safety committee is responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers' suggestions for improvement will be considered.

A. Approval and Dissemination of the Plan

The FCS safety committee will approve and disseminate the Comprehensive School Safety Plan following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change.

- Christine Espedal, NCSOS Director of School Safety made updates to Comprehensive School Safety Plan
- Updates to include Nevada County Hazard and Mitigation Plan, GETS, WPS, Shelter in Place (Wildfire) were made January 2020.
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2020
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2021
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2022

2. Record of Distribution

Copies of the Comprehensive School Safety Plan will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Director.

B. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the FCS Safety Committee. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, of 2000, and shall review and update this plan by March 1 every year thereafter.”

The FCS Safety Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

FCS understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

FCS School Safety Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the Comprehensive School Safety Plan and annexes.
- First aid, AED, EpiPen and CPR training offered for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA’s Emergency Management Institute Website. **Schools receiving federal funds are required to complete these two courses.**

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted in compliance with California Education Code. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All FCS staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event in alignment with Disaster Service Workers status. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this Comprehensive School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.

- California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools to develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
- California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies.
- Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.
- Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:
 1. Assessing the current status of school crime committed on school campuses at school-related functions.
 2. Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

VIV. Climate

I. PURPOSE

The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school and work climate.

II. SCOPE

The section outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

III. CORE FUNCTIONS

Forest Charter School will work to research, support, train, and guide school staff in the development of a positive school climate.

- FCS will work with school staff and administrators to determine professional development needs for school climate topics.
- FCS will assist in procurement, distribution and use of school climate curriculum materials and supplemental aids.

A. Assessment of school climate

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

- 1) Assessing the current status of school crime committed on school campuses at school-related functions.
- 2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Forest Charter School reviews appropriate sources of data to identify school safety issues.

- As a measure of school climate the California Healthy Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- Attend and/or review notes from the monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
- School Climate data collected from stakeholders during the LCAP development
- Conduct and analyze annual staff, family, and student surveys that include safety/climate reviews
- Review relevant discipline data (e.g. suspension/expulsion rates)
- Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAP).

B. Implementation and action for positive school climate:

- Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
- Intervention, threat assessments, and referrals are in place on school sites.
- Student Helpline on the school website allows students to anonymously tell the admin if there are safety/climate issues to be addressed
- Staff is regularly trained in CPR and First Aid
- Small community-building events to build staff relationships
- Refer resources to parents for bullying prevention and suicide prevention.
- SMART team referrals are in place to meet the needs of at-risk students and/or families.

- FCS works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.
- Suicide Prevention Policy – details training for staff and parents as well as emergency procedures, supporting students, and postvention.
- Bullying/Cyberbullying Prevention:
 - Students in grades 9-12 must take a contemporary skills class that has a unit on cyber-bullying prevention
 - Website resources
 - Staff training
- Staff training on human trafficking, suicide prevention, and bully prevention. Various resources are available on the FCS website on a “Health and Safety Corner” page (<https://www.forestcharter.com/domain/123>)
- Health curriculum in 7th and 9th grade has units on human trafficking, suicide prevention, and bully prevention.
- Nevada County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.

C. Implementation and action for School Safety

- Clear behavior expectations for each learning center. Admin follows up with visits to each class to discuss and dialogue with students about these expectations. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Student orientation meetings with Supervising Teachers and/or admin to discuss and promote a positive school climate
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
- Access to school sites are appropriately restricted and monitored.
- School Code of Conduct posted in all rooms.

Functional Annexes

Each functional annex describes the policies, processes, roles, and responsibilities for that function. Functional annexes address all-hazard critical operational functions, including:

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

- Common procedures, and
- Specialized procedures.

All functional annexes address:

- Situations under which the procedures should be used
- Who has the authority to activate the procedures
- Specific actions to be taken when the procedures are implemented

II. SCOPE

It is the responsibility of Forest Charter School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to all Forest Charter School learning centers.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. NCSOS relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the Executive Director, will perform the essential functions.

Executive Director	■ Determine when to close schools, and/or send students/staff to alternate locations. ■ Disseminate information internally to students and staff. ■ Communicate with parents, media, and the larger school community. ■ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Assistant Director and/or Academic Dean	■ Ensure systems are in place for rapid contract execution after an incident. ■ Identify relocation areas for classrooms and administrative operations. ■ Create a system for registering students (out of district or into alternative schools). ■ Brief and train staff regarding their additional responsibilities. ■ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ■ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ■ Reevaluate the curriculum.
Facilities Coordinator and/or admin	■ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ■ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).

Office Staff/Business Office	■ Maintain inventory (have pictures of it) ■ Maintain essential records (and copies of records) including school's insurance policy. ■ Ensure redundancy of records is kept at a different physical location. ■ Secure classroom equipment, books, and materials in advance. ■ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. ■ Retrieve, collect, and maintain personnel data. ■ Provide accounts payable and cash management services.
Admin or Designee	■ Establish support services for students and staff/faculty. ■ Implement additional response and recovery activities according to established protocols.

To implement the COOP procedures:

- All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation.

IV. PROCEDURES

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

Alert, Notification, and Implementation Process

Staff members will be part of the communication system used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

B. Relocation Sites

Forest Charter School is legally designated as a non- classroom based school. Therefore, if such an emergency arises, students will revert to homeschool/independent study in order to access their education.

In the event that the learning center facilities are not available for an extended period of time, Forest Charter School will work with local agencies to secure a location to conduct any on-site instruction.

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility for business services will be the Nevada County Superintendent of School (NCSOS) office located at 380 Crown Point Circle, Grass Valley, CA 95945.

E. Interoperable Communications/Backup Sites

NCSOS may be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, temporary housing would be established while a relocation site is secured.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school buildings.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

I. RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff following a trauma, a serious injury or death, and/or a major incident impacting the community. A working relationship with Nevada County Mental Health professionals ensures preparation for recovery from an incident.

IV. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- Staff members will be offered tips on how to recognize signs of trauma.
- Mental health experts from the Nevada County or Placer County Crisis Counseling team will be available to offer expertise and help.

V. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Executive Director or when deemed appropriate by the situation.

A. Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage open discussions about the incident and allow staff to openly discuss feelings, fears, and concerns shortly after the incident. Any staff that is excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a work day, staff may be excused from work at the Superintendent's discretion.
- Encourage staff to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

C. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend staff return to their normal routine as soon as possible after the funeral.
- Follow up with staff that receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the FCS board consent.

Hazard- and Threat-Specific Annexes

The hazard- and threat-specific annexes:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Provisions and applications for warning the public and disseminating emergency public information are included.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

SITE COMPREHENSIVE SAFETY PLAN

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared.

NATURAL HAZARDS: FLOOD

Flooding is a natural feature of the climate, topography, and hydrology of FCS and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

I. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

II. CORE FUNCTIONS

The County of Nevada Office of Emergency Services, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or superintendent, will activate the EOP and implement the Incident Command System. The superintendent will alert staff/faculty and school site administrations in case of imminent or confirmed flooding, including that due to dam failure.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

NOTE: Shelter in Place and Lockdown are terminology used by both Law Enforcement and Fire Services.

- There is a specific response to a Wildfire **Shelter in Place**
- **Shelter in Place** for a toxic exposure
- **Lockdown (depending on incident, some times referred to Shelter in Place)**
- Active Shooter Response - A tone will be identified and practiced to alert staff and students in the event of an Active Shooter. Information via the school public address (PA) system and email will follow.

B. Activating the Safety Plan

The Executive Director will determine the need to activate the Safety Plan and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the superintendent and Nevada County Office of Emergency Services determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all staff has been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the site administrators of the status and action taken.
- Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
- Determine whether offices will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where school sites have relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs. Durham Student Services has verbally agreed to assist as needed in the event of a disaster to safely evacuate students from school sites.
- Account for all staff.
- Remain together as a staff throughout the evacuation process.

- Upon arrival at the safe site, account for all staff. Report any missing or injured staff to the Incident Commander.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

4. Bus Driver Actions for school sites

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

TECHNOLOGICAL HAZARDS: CHEMICAL

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Nevada County. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accidents; water treatment/waste treatment plants; and industry or laboratory spills.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an external chemical spill include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an internal chemical spill, the following procedures may be activated:

- Evacuation
- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the plan for an External Spill

The Executive Director will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the school site administrators of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

3. Staff Actions

- Move staff away from immediate vicinity of danger.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Report any missing or injured staff to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

A. Activating the safety plan for an Internal Chemical Spill

The superintendent will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

1. Person Discovering the Spill

- Alert others in the immediate area to leave the area.
- Close windows and doors and restrict access to the affected area.
- Notify the principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an office evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
 - Site name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases). Injuries, if any.
- Notify local law enforcement of intent to evacuate.
- Notify the site administrators of the status and action taken.
- Activate communications plan. Issue directed transportation instruction if staff will be evacuated to a safer location by means of buses and cars.
- Update the site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether the offices will be closed or remain open.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

- Move staff and any students away from the immediate danger zone and keep staff and students from entering or congregating in the danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard office property.
- Document all actions taken.

4. Staff Actions

- Move staff away from the immediate vicinity of danger.

- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the superintendent.
- If evacuation is implemented, direct all staff to report to the assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff have left the building.
- Upon arrival at the evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.

EARTHQUAKE

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of an earthquake.

A. Operational Functions/Procedures That May Be Activated

A drop, cover and hold procedure is recommended as “best practice” in the event of an earthquake. “Drop, cover, and hold procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Protective measures and mitigating efforts are to be taken before, during, and following an earthquake. A program to ensure that the students, certificated and classified staff is aware of and properly trained in the earthquake emergency procedure system. (Code of Regulations, Section 35297)

B. Activating the plan for an Earthquake

The Executive Director will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified first responder arrives at the scene and gives additional instructions.

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.

- Determine what procedures should be activated.
- Notify the Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems, power and gas and to check stability of buildings.
- Notify local law enforcement of intent to evacuate or shelter in place.
- Notify the school site administrators of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

3. Staff Actions

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings; therefore, teachers should initiate immediate action. **Do not** wait for a P.A. announcement.

- a. Teachers should instruct their students to **DUCK AND COVER and HOLD** using desks and chairs to protect themselves from falling objects. Building walls tend to fall outward; therefore, utilize the protection of inner walls, hallways and doorways. Keep away from glass walls, windows and skylights.
- b. Be sure to open classroom doors to prevent them from becoming jammed.

- c. After the earthquake tremors subside, the principal will either order an evacuation of the buildings using the established fire drill signals and procedures or will direct everyone to resume the regular school routine.

If the school is to be evacuated, the established fire/leave the building evacuation procedures include the following elements:

- a. When the fire drill bell sounds, please have your class move out of our classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated by the “Building Evacuation” map posted in your classroom.
- b. Make sure **EVERY** student leaves your room and is exiting the building in the proper direction and toward the designated class assembly area.
- c. Please take your roll book.
- d. Follow your class to ensure that none of your students remain inside the building.

When you and your class have exited the building, please gather your students in an area well away from the building. At this time, take roll. Please fill out the Emergency Preparedness Teacher/Staff Report Form.

- e. Please keep your class outside of the building until a verbal “all clear” is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

DROP, COVER AND HOLD

Indoors:

DROP: Take cover under a nearby desk or table, positioning as much of the body as possible under cover.

COVER: Clasp both hands behind the neck, bury your face in your arms, make your body as small as possible, close eyes and cover ears with forearms.

HOLD: Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

DROP: Take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on and protecting the eyes with the arm.

If there are no tables or chairs nearby (Or not enough):

DROP: Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “Drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

DROP: Take the “drop” position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On the stairs:

DROP: Sit down, hold onto handrail and cover eyes.

Outdoors:

Move away from the buildings, power lines, block walls, and other items, which might fall.

Take the “drop” position or sit down.

Staff/Students in wheelchairs should remain in the chair, lock the brakes, duck head to lap and cover head and neck.

Evacuation: An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead

hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]). Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The Administrator or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

DRILLS: A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

FIRE/WILDFIRE EVACUATION

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students, office and property in the event of a fire or wildfire on the site or threatening the community.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an impending wildfire.

III. CORE FUNCTIONS

FCS is compliant with fire codes and inspections mandated by the Nevada County Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations.

A. Operational functions/procedures that may be activated

Operational functions that may be activated in the event of a fire or wildfire on an office or school site or in close proximity include the following:

- Evacuation
- Relocation
- Shelter in Place

1. Incident Commander Actions

- Issue evacuation order as recommended by the local Fire Department.
- Determine what procedures should be activated depending on the location and nature of the fire/wildfire.
- Consult with local fire services and Nevada County Office of Emergency Services.
- Notify site specific administrators and staff.
- Designate a specific staff member to coordinate with public safety at the Incident Command Post.

- Be available to deal with the media and bystanders.
- Assist with Parent-Student Reunification if requested

2. Staff Actions

- Assist with ordered evacuation
- Assist with Shelter-in-Place

C. Activating the safety plan for Fire/Wildfire

The Executive Director will determine the need to activate the safety plan and designate a temporary Incident Commander until the local fire department or Office of Emergency Services assumes command.

1. Notify 911 and report fire

2. Incident Commander Actions

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation or Shelter in Place.
- Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions

- Follow evacuation protocol assisting students and staff.
- Review procedures with staff as needed.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard office and school property.
- Document all actions taken.

4. Staff actions

- Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify Superintendent.
- Whenever the fire alarm is sounded, all students, staff, teachers and other employees shall quickly leave the building in an orderly manner. Administration or designee shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers

shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

DRILLS: Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Shelter-in-Place (Wildfire)

Shelter-in-Place responds to the threat of a fast-moving firestorm or wildfire. In the event that evacuation is impossible, Protective Actions are implemented as a response to an imminent hazard to protect students, staff, and all other personnel in and around the school from the potential consequences of the pending threat. In the event that the local power company (PG&E) calls a Public Safety Power Shut-Off (PSPS), Forest Charter School will notify staff and students/families in advance of the PSPS to enable them to plan based on their individual situation. In the event of a firestorm local firefighters will “defend” the space designated.

1. Notification may come from law enforcement, fire services or administration
2. Shelter-in-Place Procedures:
 - Activate the Incident Response Team
 - Operations team
 - First Aid
 - Attendance
 - Special needs students
 - Fire suppression
 - Reunification
 - Ingress/egress of doors
 - Logistics team
 - Water hoses
 - Fire Extinguishers
 - Flashlights
 - Radio
 - Food
 - Water
 - First aid bags
3. Staff Assignments (know your role)
 - Students should NOT leave the campus, parents should NOT attempt to come to the campus. Ingress/egress must be kept clear for first responders.
 - Close classroom doors but leave unlocked

- Move all staff and students to designated interior rooms (i.e. McCrory Gym) for shelter-in-place (Keep classes together with assigned teacher).
- Designated staff should bring updated attendance reports, grab-and-go bag, Automatic External Defibrillators (AEDs), and other equipment to the shelter-in-place location
- Take attendance and report it to the principal/designee.
- Be prepared for power outages
- Monitor students and attempt to keep them calm

4. Administrative Procedures

- Activate Incident Response Team
- Alert district offices and Superintendent of Schools of shelter-in-place status.
- Initiate an all-call to parent/guardians to alert of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-place.
- Initiate an all-call and email of status report to all staff.
- Remain in communication with law enforcement and fire service for frequent updates.
- Keep staff, district offices, Superintendent of Schools and parents informed with updated information.
- Be prepared for reunification protocol
- Keep up to date with injuries, missing students, etc.
- Clear Shelter-in-place when advised by law enforcement. Shelter-in-place may be cleared via PA system.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto NCSOS property.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.

III. CORE FUNCTIONS

Staff are trained and encouraged to call 911 and to activate the lock down alarm and/or notify the site via the intercom if they feel threatened or unsafe.

Procedures are in place to address visitors to campus. People not affiliated with the school are asked to check in/sign in at the front office. Families or other people associated with FCS are allowed on campus without signing in as long as someone on staff can verify their identity.

In the event of an intruder, Forest Charter will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on site include the following:

- **Alert** the campus - notify those in harm's way of the danger at hand. Activate the tone and use the intercom. Be clear, concise, and accurate with information. Caller should identify themselves, the location, suspect information, type of weapon (if applicable), direction of travel and call back number. Call 911.
- Implement **Run-Hide-Fight** procedures/training

B. Activating the Safety Plan

The superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. The Incident Commander will transfer command to law enforcement as soon as possible.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.

- If appropriate and safe to do so, request the intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of the intruder.
- Keep the subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether offices will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep the intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

HUMAN-CAUSED HAZARDS: ACTIVE SHOOTER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on FCS property.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school property.

III. CORE FUNCTIONS

Staff are trained and encouraged to call 911 and to activate the lock down alarm if they feel threatened or unsafe.

Procedures are in place to address visitors to campus. People not affiliated with the school are asked to check in/sign in at the front office. Families or other people associated with FCS are allowed on campus without signing in as long as someone on staff can verify their identity.

In the event of an active shooter, Forest Charter will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- **Alert** the campus - Notify those in harm's way of the danger at hand. Activate the tone and use the intercom. Be clear, concise, and accurate with information. Caller should identify themselves, the location, suspect information, type of weapon (if applicable), direction of travel and call back number. Call 911.
- Implement **RUN, HIDE, FIGHT** protocol which is taught to staff/students
- Recovery: Psychological Healing

B. Activating the Safety Plan

The Executive Director or designee will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex.

The Incident Commander will transfer command upon the arrival of law enforcement.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave offices in a calm, courteous, and confident manner.
- Notify law enforcement to assist. Provide a description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent of the status and action taken.
- Be available to deal with the media and bystanders and keep the site clear of visitors.

- Activate psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until law enforcement has cleared the building.
- Determine whether offices will be closed or remain open.
- Implement reunification plans
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

References

- Forest Charter School Board Policies referenced in the Comprehensive School Safety Plan:
 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
 - Suspension and Expulsion Policy
 - Suicide Prevention Policy
 - These and all FCS policies can be accessed on the FCS website at (<https://www.forestcharter.com/domain/108>)
- Local Hazard Mitigation Plan (LHMP) of Nevada County. (2017). Retrieved from: <http://www.mynevadacounty.com>
- Sample School Emergency Plans. EL/361and G364: Multihazard Emergency Planning for Schools. (March 2011). Retrieved from <http://www.training.fema.gov>



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/20/2022



Name

Peter Sagebiel

Title/Position

Executive Director

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/25/2022

Name

Meshawn Simmons

Title/Position

Business Director

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/26/2022

Paul Simoes

Name

Paul Simoes

Title/Position

Academic Dean

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/27/2022

Name

B.J. Hatcher

Title/Position

Assistant Director

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/27/2022

Name

Janice Eggers

Title/Position

Assistant Director

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/25/2022

Name

Christine Sween

Title/Position

Assistant Director - Auburn/Foresthill

Organization

Forest Charter School



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

Date

1/27/2022

Name

Tim Ewing

Title/Position

Sergeant

Organization

Nevada City Police Department



Forest Charter School

Nurturing the Love of Learning

2021-22 Comprehensive School Safety Plan Acknowledgment

I have reviewed the Forest Charter School 2021-22 Comprehensive School Safety Plan.

Signature

SG

Date

1/25/2022

Name

Sam Goodspeed

Title/Position

sam.goodspeed@nevadacityca.gov

Organization

Nevada City Fire Department



DRAFT Forest Charter School DRAFT

2022-2023 School Calendar

July '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August '22 (11)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22 (21)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '22 (16)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '22 (18)						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December '22 (12)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January '23 (20)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '23 (15)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '23 (23)						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April '23 (15)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May '23 (22)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '23 (2)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

▲ First/Last Day of School

◆ Holiday/Break:

- September 5 – Labor Day
- October 17 -21 – October Break
- November 11 – Veteran's Day (observed)
- November 23-25 – Thanksgiving Break
- Dec 19 – Jan 2 – Winter Break
- January 16 – MLK Day
- February 20 - 24 – Ski/Skate Week
- April 3 – 7 – Spring Break
- May 29 – Memorial Day

175 Instructional Days

1st Semester 8/17/2022–12/16/2022 (78 days)

2nd Semester 1/3/2023–6/2/2023 (97 days)

Charter Council Approved: 2/8/2022