

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

January 16, 2024

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959
Network User ID: FC_Public
Network Password: PineCedar2

10725 Pioneer Trail # 201, Truckee, CA 96161
23221 Foresthill Road, Foresthill, CA 95631
11952 Masters Court, Auburn, CA 95603

Dan Thiem, Chair
Dylan Hendricks, Parent Representative
Amea Medeiros, Parent Representative
Gabriella Stockdale, Parent
Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

Join the Meeting via Zoom:

<https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazl3bERnZGIYUT09>

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 the Consent Agenda--Meshawn Simmons
(E-Attachments)
 - Shall the Consent Agenda be approved?
 - A. Adoption of the January 16, 2024 Agenda
 - B. December 5, 2023 Charter Council Meeting Minutes (*page 4*)
 - C. Contracts (*page 7*)
 - D. Warrants (December) (*page 8*)

4. Discussion: Other

This is an opportunity for audience members 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: Learning Center Updates—Christine Sween, Janice Eggers, Dawn Anthney

Christine, Janice, and Dawn will provide updates for each Learning Center.

6. Information: Executive Director Goal Update—Peter Sagebiel

Peter will provide the Council with an update on School Governance, Public Relations & School Community, and the FCS Education Program.

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

B.J. will provide the Council with an update on student achievement including CAASPP scores and a comparison of i-Ready scores.

8. Information: Special Education Percentages—Peter Sagebiel

Peter will discuss Special Education Percentages with the Council.

9. Information: Mid-Year Local Control and Accountability Plan (LCAP) Report—Peter Sagebiel

Peter will present the Mid-Year LCAP Report to the board for review.

10. Information: 2023/24 Budget and Cash Flow—Meshawn Simmons

Meshawn will update the Council on 2023/24 Budget items and Cash Flow.

Action Items:

1. Action: 22/23 School Accountability Report Card (SARC)—BJ Hatcher (page 14)

- Should the Council approve the 22/23 School Accountability Report Card (SARC)?

11. Action: Forest Charter School Enrollment Policy Update—Peter Sagebiel (page 50)

- Shall the Council approve updates to the Forest Charter School Enrollment Policy?

12. Director's Update--Peter Sagebiel

- Enrollment
- Staff Mid-Year Check-In Meetings
- Other

13. Future Agenda Items

- 14. AMIM Block Grant Spending Plan
- 15. Comprehensive School Safety Plan (February)
- 16. Enrollment Policy (Dates)
- 17. Audit
- 18. 24/25 Calendar

19. Information: Reminder of Future Meetings

2024: 1/16, 2/6, 3/5, 4/16, 5/14, 6/10*, 6/11****

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

20. Action: Adjourn

Notice: The agenda was posted at least 72 hours prior to the meeting. The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Forest Charter School office – located at 470 Searls Avenue, Nevada City, California. For more information, please call 530-465-4823.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access or participate in this meeting, including auxiliary aids or services, contact the Forest Charter School Board Secretary at 530-265-4823 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]

Forest Charter School

Monthly Charter Council Meeting Minutes – December 5, 2023

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959

Council Members:

Dan Thiem, Community Representative, and Chair
Dylan Hendricks, Parent Representative
Gabriella Stockdale, Parent Representative
Amea Medeiros, Parent Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Dan Thiem, Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Janice Eggers (Truckee Campus), Tita Fowler, B.J. Hatcher, Dylan Hendricks, Amea Medeiros, Susan Farwell (Foresthill Campus), Tonya Wellington (Auburn Campus), Gabriella Stockdale
Absent: Christine Sween, Geoffrey Thornton

1. **Call to Order: 5:00 pm**
2. **Roll Call:** Dan Thiem, Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Janice Eggers (Truckee campus), Tita Fowler, B.J. Hatcher, Dylan Hendricks, Amea Medeiros, Gabriella Stockdale, Susan Farwell (Foresthill Campus), Tonya Wellington (Auburn Campus)
3. **Information/Action: A, B, C, and D may be considered for Consent Agenda—Meshawn Simmons**

December 5, 2023, Charter Council Agenda, November 7, 2023 Minutes, Contracts, and the Warrants were presented for approval.

Dylan Hendricks made a motion to approve the consent agenda. Amea Medeiros seconded.

Ayes: Dylan Hendricks, Amea Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

4. **Discussion: Other**

Inquiries from Foresthill families from Foresthill campus regarding admin walkthroughs to review the facilities, particular curriculum requests, and the field trip process.

Action Items:

5. Action: 2023/24 Cash Flow and First Interim Budget—Meshawn Simmons

Meshawn reviewed the 2023/24 First Interim Budget and related documents.

Dylan Hendricks motioned to approve the 2023/24 Cash Flow, First Interim Budget, and Multi-Year Projections. Gabriella Stockdale seconded.

Ayes: Dylan Hendricks, Ameer Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

6. Action: 2022/23 Forest Charter School Audit—Meshawn Simmons

Tabled until January or February meeting. No action was taken.

7. Action: Forest Charter School Dress Code Policy--Peter Safebiel

Peter reviewed the clarifying language changes to the Forest Charter School Dress Code Policy.

Ameer Medeiros motioned to approve the Forest Charter School Dress Code Policy. Dylan Hendricks seconded.

Ayes: Dylan Hendricks, Ameer Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

Information/Discussion Items:

8. Information: Learning Center Updates—Dawn Anthney (Nevada City), Janice Eggers (Truckee), Christine Sween (Auburn/Foresthill)

Dawn, Janice, and Peter (in place of Christine) provided the Council with campus highlights including enrollment updates, campus updates, and resources.

9. Information: WASC Self-Study—Peter Sagebiel, Dawn Anthney

Peter recapped the WASC visit and final visiting committee report with the Council which included high marks in all categories. The final report regarding our term will take place sometime early in 2024.

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

B.J. reviewed the countywide and neighboring county stability rates with the Council. CAASPP scores and i-Ready comparisons will be shared at the next meeting.

11. Director's Update--Peter Sagebiel

- Enrollment - Enrollment is currently 809 and enrollment is closed for the Fall semester. There is a waiting list for Spring enrollment and preliminary paperwork is being collected to fill available positions.
- Staff Meeting/Training - staff meetings have focused on the support of students with disabilities and the staff collaboration has been great.
- Other - Peter gave a recap on mid-year check-ins that are going well, especially with the new teachers. Teachers are also coming to the meetings enthusiastically and offering great suggestions.

12. Future Agenda Items

- AMIM Block Grant Spending Plan (Aug-Oct)
- Goal Updates (January) - School Governance, Public Relations & School Community, and FCS Education Program
- CAASPP Scores - Student Achievement
- Stability Rates - Countywide
- Dress Code Policy

13. Information: Reminder of Future Meetings

Dates for the 2023/24 Charter Council meetings were set as follows:

2024: 1/16, 2/6, 3/5, 4/16, 5/14, 6/10*, 6/11****

***Special Meeting**

****Budget Meeting**

14. Action: Adjourn at 5:53 p.m.

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Contracts to be approved: (December 2023)

At-Will:

Brewer, Angela	\$to be prorated	Block Class Instructor
Lopez, Cayton	\$to be prorated	Block Class Instructor

Stipends:

Dowd, Nicole	\$1500.00	Math Labs 2 nd semester
Rashby, Shannon	\$750.00	Writing Lab 2 nd semester
Richards, Heidi	\$to be prorated	Block Class Instructor

Hourly:

Brackett, Brittani	\$210.00	Tutor
Brackett, Brittani	\$1330.00	Tutor
Brackett, Brittani	\$1440.00	Tutor (x2)
Brackett, Brittani	\$1260.00	Tutor
Brewer, Angela	\$4,179.60	Supervised Activities
Capaccioli, Clio	\$665.00	Tutor
Capaccioli, Clio	\$630.00	Tutor
Kassutto, Tali	\$8105.40	Supervised Activities
Marks, Juli	\$177.75	Supervised Activities/Training
Marks, Juli	\$630.00	Tutor (x5)
Marks, Juli	\$665.00	Tutor (x3)
Marks, Juli	\$595.00	Tutor
Marks, Juli	\$560.00	Tutor
Marks, Juli	\$525.00	Tutor
Vandevorst, Iris	\$105.00	Tutor
Zieman, Kyndra	\$5406.00	Supervised Activities

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-540689	12/01/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		5,195.43
24-540690	12/01/2023	AQUA MI	01-5800		864.00
24-540691	12/01/2023	AT&T	01-5930		1,920.38
24-540692	12/01/2023	B & C ACE HOME CENTER	01-4300		30.72
24-540693	12/01/2023	BRAVE WRITER LLC	01-5800		149.00
24-540694	12/01/2023	CATHLEEN WHITING	01-5800		667.50
24-540695	12/01/2023	CINDY VOIGT	01-5800		1,500.00
24-540696	12/01/2023	ELIZABETH BROWN	01-5800		880.00
24-540697	12/01/2023	EZ WAY DRIVING SCHOOL	01-5800		800.00
24-540698	12/01/2023	FOREST CHARTER REVOLVING	01-4300		135.00
24-540699	12/01/2023	FULL STEAM AHEAD	01-5800		14,390.00 ✓
24-540700	12/01/2023	GOLD COUNTRY GYMNASTICS	01-5800		267.00
24-540701	12/01/2023	HOLT BALLET CONSERVATORY	01-5800		327.95
24-540702	12/01/2023	HOUSE OF PRINT & COPY LLC	01-4300		29.91
24-540703	12/01/2023	IMAGINE LEARNING EDGENUITY DEPT 2195	01-5800		650.00
24-540704	12/01/2023	INSTITUTE FOR EXCELLENCE/IN WR ITING	01-4300		326.22
24-540705	12/01/2023	JAN TURTON'S MUSIC	01-5800		115.00
24-540706	12/01/2023	JJR Enterprises FILE 2388	01-5600		401.33
24-540707	12/01/2023	KEIM, MARK J	01-5220		144.10
24-540708	12/01/2023	Learning with Literature	01-5800		8,820.00
24-540709	12/01/2023	LEARNING WITHOUT TEARS	01-4300		36.87
24-540710	12/01/2023	LISA MICHELLE CLEMENT	01-5800		346.00
24-540711	12/01/2023	LITTLE BIRD MUSIC	01-5800		872.00
24-540712	12/01/2023	MINERS HARMONY MUSIC STORE	01-5800		105.00
24-540713	12/01/2023	MOVING BEYOND THE PAGE	01-4300		146.18
24-540714	12/01/2023	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		176,956.76 MB
24-540715	12/01/2023	NV5, INC.	01-5800		2,022.00
24-540716	12/01/2023	OFFICE DEPOT	01-4300		164.30
24-540717	12/01/2023	QUINE, GEOFFREY C	01-5220		72.05
24-540718	12/01/2023	RAINBOW RESOURCE CENTER	01-4300		199.58
24-540719	12/01/2023	Rebecca Gonnella	01-5800		582.00
24-540720	12/01/2023	SINGAPORE MATH INC	01-4300		355.15
24-540721	12/01/2023	SOUTHWEST GAS CORPORATION	01-5510		198.24
24-540722	12/01/2023	Stacey Anderson	01-5800		2,260.00
24-540723	12/01/2023	STACEY BICKMORE	01-5800		2,670.00
24-540724	12/01/2023	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		147.00
24-540725	12/01/2023	TARALEIGH DUFFY	01-5800		300.00
24-540726	12/01/2023	TEACHING TEXTBOOKS INC	01-5800		45.95
24-540727	12/01/2023	UC SCOUT	01-5800		798.00
24-540728	12/01/2023	VERIZON	01-5800		38.01
24-540729	12/01/2023	WAXIE SANITARY SUPPLY	01-4300		207.91
24-540730	12/01/2023	WESTERN NRG INC	01-4300		687.00

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.

ERP for California

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-540731	12/01/2023	YESENIA ANDERSON ANDERSONS STEP IT UP	Cancelled		200.00 *
Cancelled on 12/15/2023					
24-541063	12/08/2023	ALPENGLOW CLEANING INC	01-5800		2,530.00
24-541064	12/08/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		166.49
24-541065	12/08/2023	AT&T	01-5930		53.50
24-541066	12/08/2023	BOB SWEAT M.ED MATH TUTORING	01-5800		1,350.00
24-541067	12/08/2023	Bonnie Wiesz	01-5800		790.00
24-541068	12/08/2023	BRUCE MAIRS	01-5800		4,730.08
24-541069	12/08/2023	CLEARFLY	01-5930		456.68
24-541070	12/08/2023	GOLD COUNTRY GYMNASICS	01-5800		1,195.00
24-541071	12/08/2023	JJR Enterprises FILE 2388	01-5600		185.83
24-541072	12/08/2023	LINDA MARIE TAYLOR	01-5800		270.00
24-541073	12/08/2023	LITTLE BIRD MUSIC	01-5800		872.00
24-541074	12/08/2023	NEVADA CITY BALLET ACADEMY	01-5800		2,024.50
24-541075	12/08/2023	NEVADA COUNTY SUPERINTENDENT	01-9514		52,933.11 ✓
24-541076	12/08/2023	PACIFIC GAS & ELECTRIC COMPANY	01-5510	1,332.80	
			01-5520	2,091.55	3,424.35
24-541077	12/08/2023	R&B COMMUNICATIONS	01-5800		395.00
24-541078	12/08/2023	RICHARD T KIRKPATRICK	01-5800		245.00
24-541079	12/08/2023	SEBASTIAN	01-5930		179.77
24-541080	12/08/2023	TAHOE LEARNING	01-5800		240.00
24-541081	12/08/2023	THE CLEANING SOLUTION	01-5800		2,930.00
24-541082	12/08/2023	TRUCKEE-DONNER REC.& PARK DIST	01-5800		792.00
24-541083	12/08/2023	WALTERSCHEID, NICOLE M	01-5220		72.05
24-541084	12/08/2023	WAXIE SANITARY SUPPLY	01-4300		84.39
24-541085	12/08/2023	YESENIA ANDERSON ANDERSONS STEP IT UP	01-5800		200.00
24-541492	12/15/2023	Airco Mechanical Inc	01-5800		1,356.67
24-541493	12/15/2023	ALL ABOUT LEARNING PRESS INC	01-4300		392.08
24-541494	12/15/2023	ALPENGLOW CLEANING INC	01-5800		2,640.00
24-541495	12/15/2023	ART OF PROBLEM SOLVING	01-4300		94.29
24-541496	12/15/2023	AT&T	01-5930		30.92
24-541497	12/15/2023	B & C ACE HOME CENTER	01-4300		9.74
24-541498	12/15/2023	BALLET REJOICE SCHOOL FOR THE ARTS	01-5800		92.00
24-541499	12/15/2023	BYU CONTINUING EDUCATION	01-5800		269.00
24-541500	12/15/2023	CATHY COLLINGS	01-5800		135.00
24-541501	12/15/2023	CLEVER MINDS	01-5800		1,285.00
24-541502	12/15/2023	COMCAST	01-5930		220.62
24-541503	12/15/2023	CURRICULUM ASSOCIATES, LLC	01-4300		167.10
24-541504	12/15/2023	DAVID A. GARCIA JR	01-5800		290.00
24-541505	12/15/2023	DAY BY DAY SPANISH	01-5800		300.00

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-541506	12/15/2023	DENISE WEY	01-5800		400.00
24-541507	12/15/2023	eDynamic Holdings LP	01-5800		530.00
24-541508	12/15/2023	ELIZABETH SCHOPFER	01-5800		4,200.00
24-541509	12/15/2023	EMILY PELLEGRINI	01-5800		1,720.00
24-541510	12/15/2023	EZ WAY DRIVING SCHOOL	01-5800		200.00
24-541511	12/15/2023	GOLD COUNTRY KUK SOOL WON	01-5800		2,675.00
24-541512	12/15/2023	GPE	01-5400		4,739.00
24-541513	12/15/2023	HAFDIS TRAUSTADOTTIR	01-5800		1,276.00
24-541514	12/15/2023	INSTITUTE FOR EXCELLENCE/IN WR ITING	01-4300		137.10
24-541515	12/15/2023	KAREN HOLLAND STEAD	01-5800		1,165.00
24-541516	12/15/2023	KATHRYN NUNN	01-5800		1,110.00
24-541517	12/15/2023	KEN WILLER	01-5800		220.00
24-541518	12/15/2023	LANI HERMOSILLO	01-5800		900.00
24-541519	12/15/2023	LISA MICHELLE CLEMENT	01-5800		173.00
24-541520	12/15/2023	NICHOLAS VAUGHAN	01-5800		245.00
24-541521	12/15/2023	NORTHERN SIERRA SWIMMING	01-5800		462.00
24-541522	12/15/2023	OFFICE DEPOT	01-4300		135.89
24-541523	12/15/2023	OPTIMUM BUSINESS	01-5930		309.10
24-541524	12/15/2023	PAMELOT A SCHOOL OF DANCE	01-5800		480.00
24-541525	12/15/2023	PARAGON PEST CONTROL	01-5800		70.00
24-541526	12/15/2023	RAINBOW RESOURCE CENTER	01-4300		319.98
24-541527	12/15/2023	REED'S LOCKS INC	01-5800		438.82
24-541528	12/15/2023	SEAN BIANCO	01-5800		140.00
24-541529	12/15/2023	SHERRY TORGERSON	01-5800		150.00
24-541530	12/15/2023	SITELINE ARCHITECTURE	01-5800		937.30
24-541531	12/15/2023	SPD MARKET- NEVADA CITY	01-4700	67.41	
			01-5920	145.55	212.96
24-541532	12/15/2023	SUZIE GEMIGNANI	01-5800		180.00
24-541533	12/15/2023	TARALEIGH DUFFY	01-5800		300.00
24-541534	12/15/2023	THE OHMAPI NATURE PROJECT	01-5800		1,635.00
24-541535	12/15/2023	Time4Learning	01-5800		225.00
24-541536	12/15/2023	TRUCKEE DANCE FACTORY	01-5800		300.00
24-541537	12/15/2023	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	514.09	
			01-5540	308.53	822.62
24-541538	12/15/2023	TUTOR ME PLEASE	01-5800		3,000.00
24-541539	12/15/2023	US BANK CORPORATE PAYMENT SYS	01-4300	3,804.99	
			01-5210	424.00	
			01-5800	2,699.59	
			01-5920	535.50	
			Unpaid Tax	74.13-	7,389.95
24-541540	12/15/2023	WASTE MANAGEMENT	01-5570		311.02
24-541541	12/15/2023	WAVE	01-5930		104.87
24-541542	12/15/2023	WESTERN NRG INC	01-4300		687.00

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-541543	12/15/2023	WILD ROOTS LEARNING CENTER LLC	01-5800		600.00
24-541544	12/15/2023	YOUNG MINNEY & CORR LLP	01-5802		350.00
24-541545	12/15/2023	Zenmac LLC Split Rock Music	01-5800		3,390.00
24-541942	12/22/2023	ALANA LUCIA	01-5800		490.00
24-541943	12/22/2023	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		7,563.42
24-541944	12/22/2023	AT&T	01-5930		1,920.38
24-541945	12/22/2023	AUBURN GYMNASTICS CENTER	01-5800		1,749.40
24-541946	12/22/2023	AYALA SIMMONS, MESHAWN N	01-5210		561.42
24-541947	12/22/2023	B & C ACE HOME CENTER	01-4300		24.38
24-541948	12/22/2023	Bonnie Wiesz	01-5800		790.00
24-541949	12/22/2023	CAMERON COURTNEY	01-5800		600.00
24-541950	12/22/2023	CANYON VIEW ASSEMBLY	01-5600		1,500.00
24-541951	12/22/2023	CATHLEEN WHITING	01-5800		667.50
24-541952	12/22/2023	CATHY COLLINGS	01-5800		180.00
24-541953	12/22/2023	CHRISTY WHITE ACCOUNTANCY	01-5800		1,123.00
24-541954	12/22/2023	CLINTON WEAKLEY DBA COPPERWOOD CONSTRUCTION	01-5800		216.34
24-541955	12/22/2023	DE LAGE LANDEN FINCL SRV INC	01-5600		1,003.55
24-541956	12/22/2023	ELIZABETH BROWN	01-5800		772.00
24-541957	12/22/2023	EMILY PELLEGRINI	01-5800		540.00
24-541958	12/22/2023	GOLD COUNTRY GYMNASTICS	01-5800		1,252.00
24-541959	12/22/2023	GOLDBECK, EMMA	01-5220		65.50
24-541960	12/22/2023	HAFDIS TRAUSTADOTTIR	01-5800		275.00
24-541961	12/22/2023	HEATHER GROVE	01-5800		630.00
24-541962	12/22/2023	IMAGINE LEARNING EDGENUITY DEPT 2195	01-5800		3,575.00
24-541963	12/22/2023	JAN TURTON'S MUSIC	01-5800		115.00
24-541964	12/22/2023	JANA MARIE KRUMAL KRUMAL CLASSICAL TUTORIAL	01-5800		1,250.00
24-541965	12/22/2023	JESSE AND/OR ERIN PRIM	01-5220		1,594.01
24-541966	12/22/2023	JJR Enterprises FILE 2388	01-4300		80.21
24-541967	12/22/2023	JUANITA MCCREERY	01-5800		2,330.00
24-541968	12/22/2023	K&T MANAGEMENT	01-5600		2,200.00
24-541969	12/22/2023	KASSUTTO, TAL R	01-5840		29.00
24-541970	12/22/2023	KATHRYN NUNN	01-5800		560.00
24-541971	12/22/2023	MARIA ISABEL SANTANA	01-5800		150.00
24-541972	12/22/2023	MEGGIE CUTIGINI	01-5800		87.50
24-541973	12/22/2023	MELANTHA KNIGHT	01-5220		24.90
24-541974	12/22/2023	NEVADA CITY BALLET ACADEMY	01-5800		1,576.50
24-541975	12/22/2023	NEVADA CITY SCHOOL DISTRICT	01-5600		14,583.33
24-541976	12/22/2023	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		176,956.76
24-541977	12/22/2023	NEVADA COUNTY COMPOSERS COOP	01-5800		700.00
24-541978	12/22/2023	NICOLE GREENE	01-5800		700.00

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.

ERP for California

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Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-541979	12/22/2023	NORTHERN SIERRA SWIMMING	01-5800		462.00
24-541980	12/22/2023	OFFICE DEPOT	01-4300		67.76
24-541981	12/22/2023	PACIFIC GAS & ELECTRIC COMPANY	01-5510	25.63	
			01-5520	79.36	104.99
24-541982	12/22/2023	PAMELA DAVIS	01-5800		330.00
24-541983	12/22/2023	PENELOPE SULLIVAN	01-5800		1,470.00
24-541984	12/22/2023	PERFORMANCE SYSTMS INTGTN LLC	01-5800		11,643.00 ✓
24-541985	12/22/2023	PIONEER COMMERCE CENTER	01-5600		15,378.34 ✓
24-541986	12/22/2023	RICHARD T KIRKPATRICK	01-5800		210.00
24-541987	12/22/2023	ROSE-MAY MICKELSON	01-5800		750.00
24-541988	12/22/2023	SEAN BIANCO	01-5800		70.00
24-541989	12/22/2023	SIERRA NEVADA BOULDERING GYM	01-5800		777.00
24-541990	12/22/2023	Stacey Anderson	01-5800		1,465.00
24-541991	12/22/2023	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		96.00
24-541992	12/22/2023	TEACHOUT MUSIC STUDIO LLC	01-5800		495.00
24-541993	12/22/2023	TIFFANY MADDEN	01-5800		6,560.00 ✓
24-541994	12/22/2023	WILD ROOTS LEARNING CENTER LLC	01-5800		325.00
24-541995	12/22/2023	YESENIA ANDERSON ANDERSONS STEP IT UP	01-5800		170.00
24-541996	12/22/2023	Zenmac LLC Split Rock Music	01-5800		280.00
Total Number of Checks			175		<u><u>622,157.51</u></u>

Cancel	Count	Amount
	1	200.00
Net Issue		<u>621,957.51</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	174	622,031.64
	Total Number of Checks	174	622,031.64
	Less Unpaid Tax Liability		74.13-
	Net (Check Amount)		<u><u>621,957.51</u></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.



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's 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

Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 (2022)	100% of teachers are appropriately assigned and fully credentialed (2023)	100% of teachers are appropriately assigned and fully credentialed (1-2024)	Maintain 100% of teachers appropriately assigned and fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local indicator and/or local survey Facility Inspection Tool (FIT)	100% of Pupils have access to standards aligned instructional materials (2021) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2021)	100% of Pupils have access to standards aligned instructional materials (2022) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2022)	100% of Pupils have access to standards aligned instructional materials (2023) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2023)	100% of Pupils have access to standards aligned instructional materials (1-2024) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey	Maintain 100% of pupils having access to standards aligned instructional materials Achieve an overall rating of "good" based on Facility 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 (2022) 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. (2022)	100% of teachers implement state board adopted academic content and performance standards for all students (2023) 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. (2023)	100% of teachers implement state board adopted academic content and performance standards for all students (1-2024) 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. (1-2024)	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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)	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. (2022)	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. (2023)	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. (1-2024)	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) CA School Dashboard DataQuest College Board EAP Results - 3 or higher on CAASPP CTE Completion Results on CALPADS Local Data	Math - 34% of students met or exceeded the grade level standard on the CAASPP (2019) ELA - 45% of students met or exceeded the grade level standards on the CAASPP (2019) API score, N/A State yet to release	Math - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 43.1% of K-8 students and 50% of 11th grade students met or exceeded grade level standards based on NWEA (2021) ELA - 0% Percent of students participated in CAASPP. FCS used our local benchmark (NWEA) instead. 64.6% of K-8 students and 82.1% of 11th grade students met or exceeded grade level standards	Math - 35.3% of students met or exceeded the grade level standard on the CAASPP (2022) ELA - 50.9% of students met or exceeded the grade level standards on the CAASPP (2022)	Math - 29.06% of students met or exceeded the grade level standard on the CAASPP (2023) ELA - 48.30% of students met or exceeded the grade level standards on the CAASPP (2023)	The percentage of students Meeting or exceeding standard on the CAASPP math and ELA will increase by 5% Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable The percent of student meeting the UC/CSU requirement will increase by 10% 100% of EL students will progress at least one level on the ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	19.28% of students are meeting the UC/CSU Requirement (2020) Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2021) Zero EL students have been reclassified (currently FCS has no EL students) (2021) 62.5% of students have passed the AP exam with a 3 or higher (2020) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2019) FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 24% of students have been determined Ready or Conditionally Ready for college by EAP in	based on NWEA (2021) API score, N/A State yet to release 31.6% of students are meeting the UC/CSU Requirement (2021) Zero EL students have progressed at least one level on the ELPAC (Currently FCS has no EL students) (2022) Zero EL students have been reclassified (currently FCS has no EL students) (2022) 76.92% of students have passed the AP exam with a 3 or higher (2021) Percent of students have been determined Ready or Conditionally Ready for college by EAP in ELA is not available due to no CAASPP testing (2020).	API score, N/A State yet to release 17% of students are meeting the UC/CSU Requirement (2022) 0 EL students have progressed at least one level on the ELPAC (Currently FCS has 3 EL students, testing to come) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students, testing to come) (2023) 85.7% of students have passed the AP exam with a 3 or higher (2022) 67.1% of students have been determined Ready or Conditionally Ready for college by EAP in ELA by taking CAASPP (2022)	API score, N/A State yet to release 23.2% of students are meeting the UC/CSU Requirement (2023) 0 EL students have progressed at least one level on the ELPAC (Currently FCS has 7 EL students, testing to come) (2024) 0 EL students have been reclassified (currently FCS has 7 EL students, testing to come) (2024) 60% of students have passed the AP exam with a 3 or higher (2023) 56.3% of students have been determined Ready or Conditionally Ready for college by EAP in ELA by taking CAASPP (2023)	FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5% 5% of FCS students will have completed a CTE Pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	math (2019). FCS did not take CAASPP in 2020. We used our local benchmark (NWEA). 0% of students have completed a CTE Pathway (2021)	Percent of students have been determined Ready or Conditionally Ready for college by EAP in math is not available due to no CAASPP testing (2020). 0% of students have completed a CTE Pathway (2022)	28.5% of students have been determined Ready or Conditionally Ready for college by EAP in math by taking CAASPP(2022). 0% of students have completed a CTE Pathway (2022) Path in 2022 was first year so no students have finished two year Pathway.	21.4%% of students have been determined Ready or Conditionally Ready for college by EAP in math by taking CAASPP (2023). 1 student has completed a CTE Pathway (Fall 2023) Path in 2022 was first year so no students have finished two year Pathway.	
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. (2022)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2023)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (1-2024)	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 NWEA ELA benchmark assessment. (2021) 43.1% of K-8 students met or exceeded grade level standards on the NWEA math	56.40% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2022) 44.92% of K-8 students met or exceeded grade level	47.8% of K-8 students met or exceeded grade level standards on the winter iReady ELA benchmark assessment. (2023) 31% of K-8 students met or exceeded grade level standards on the winter iReady	49% of K-8 students met or exceeded grade level standards on the Fall iReady ELA benchmark assessment. (2023) 34% of K-8 students met or exceeded grade level standards on the Fall iReady	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	benchmark assessment. (2021)	standards on the winter iReady math benchmark assessment. (2022)	math benchmark assessment. (2023)	math benchmark assessment. (2023)	math benchmark will increase by 5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Supplemental Academic Support a) Provide optional support classes (Coops, Learning Center classes) b) Provide optional enrichment classes c) College and career advisors d) Provide parent training to improve at-home instruction	No				\$1,531,836.00	\$740516.66
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	Yes				\$402,094.00	\$156215.22
1.3	Academic Materials Access to Technology - Provide access to technology by making	No				\$25,000.00	\$16,264.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Chromebooks available to all students in grades 6-12						
1.4	Students with Disabilities Provide supplemental tutoring (intervention) as needed for our students with disabilities.	No				\$160,000.00	\$14584.91
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				\$10,000.00	\$0
1.6	Benchmark Assessments a) Use a benchmark assessment tool to measure growth.	Yes				\$20,650.00	\$21,525
1.7	Additional Funds to Support Academics Additional funds available to support pupils who qualify as low	Yes				\$135,000.00	\$64008.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.						

Goal 2

Goal Description

Forest Charter School will maintain its positive school climate.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 5: Pupil Engagement	Attendance rates 98.30% (2020)	Attendance rates 97.56% (2021)	Attendance rates 97.25% (2022)	Attendance rates 98.0% (2023)	Maintain and attendance rate above 97.5%
DataQuest	Chronic Absenteeism 1.82% (2020)	Chronic Absenteeism 3.87% (2021)	Chronic Absenteeism 2.9% (2022)	Chronic Absenteeism 4.1%% (2023)	Reduce Chronic Absenteeism to below 3%
CALPADS	Middle school dropout rate: 0.008% (2020)	Middle school dropout rate: 0.015% (2021)	Middle school dropout rate: 0% (2022)	Middle school dropout rate: 0.012% (2023)	Maintain a Middle school dropout rate of less than 1%
CA School Dashboard	High school dropout rate: 10.2%(2020)	High school dropout rate 13.8%(2021)	High school dropout rate 14%(2022)	High school dropout rate 8.3%(2023)	Reduce High school dropout rate to below 8%
Local Data	High school graduation rate: 89.8%(2020)	High school graduation rate: 86.2%(2021)	High school graduation rate: 86%(2022)	High school graduation rate: 72%(2023)	Increase the High school graduation rate to 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Priority 6: School Climate	Pupil suspension rate 0% (2020)	Pupil suspension rate 0% (2021)	Pupil suspension rate 0.1% (2022)	Pupil suspension rate 0.7% (2023)	Maintain a pupil suspension rate of less than 1%
DataQuest	Pupil expulsion rate 0% (2020)	Pupil expulsion rate 0% (2021)	Pupil expulsion rate 0% (2022)	Pupil expulsion rate 0.0% (2023)	Maintain a pupil expulsion rate of less than 1%
CALPADS					
CA School Dashboard	CHKS Survey: 68% of Parents feel FCS treats all students with respect (2021)	CHKS Survey: 71% of Parents feel FCS treats all students with respect (2022)	The FCS participation in CHKS was too small to get our own report (2023)	CHKS survey just closed no data yet (2023-2024)	CHKS Survey: The percent of Parents who feel FCS treats all students with respect will increase by 5%
CHKS data					
FCSSurvey data	CHKS Survey: 60% of parents feel FCS has adults who really care about students (2021)	CHKS Survey: 65% of parents feel FCS has adults who really care about students (2022)	The FCS participation in CHKS was too small to get our own report (2023)	CHKS survey just closed no data yet (2023-2024)	CHKS Survey: The percent of parents who feel FCS has adults who really care about students will increase by 5%
	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)	FCS Survey: 85% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (14% were neutral or did not know) (2022)	FCS Survey: 88.2%% of parents Strongly agreed or agreed, that their child is safe/supervised at the Learning Center - (03% were neutral and 08% did not know) (2023)	FCS Survey: Survey will be completed in February 2024- no mid-year data available	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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Professional Development Provide professional development that focuses on supporting students social emotional learning/needs and	No				\$7,500.00	\$2,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	promotes understanding the relationship between mental health and academic success						
2.2	Mental Health a) Maintain mental health counselors to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	Yes				\$344,037.00	\$110,081.50

Goal 3

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

**Forest Charter School -Including all learning centers:
Nevada City, Truckee, Foresthill, and Auburn
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)**



FOREST
CHARTER SCHOOL
Nurturing the Love of Learning

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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

2023-24 District Contact Information

District Name	Forest Charter School
Phone Number	(530) 265-4823
Superintendent	Peter Sagebiel
Email Address	psagebiel@forestcharter.com
District Website	www.forestcharter.com

2023-24 School Description and Mission Statement

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.

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.

Please note this information below regarding sections later in the report:

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

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

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

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	45
Grade 1	39
Grade 2	42
Grade 3	46
Grade 4	57
Grade 5	51
Grade 6	55
Grade 7	69
Grade 8	72
Grade 9	51
Grade 10	82
Grade 11	89
Grade 12	76
Total Enrollment	774

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	48.7%
American Indian or Alaska Native	1.2%
Asian	0.5%
Filipino	0.1%
Hispanic or Latino	11.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5.6%
White	77.9%
English Learners	0.1%
Foster Youth	0.4%
Homeless	0.8%
Socioeconomically Disadvantaged	42.4%
Students with Disabilities	16%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	47.33	113.40	61.34	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.61	13.00	7.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	21.40	50.04	51.80	28.03	11953.10	4.28
Unknown	0.00	0.00	6.50	3.54	15831.90	5.67
Total Teaching Positions	42.80	100.00	184.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	20.00	21.40
Total Out-of-Field Teachers	20.00	21.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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)	0.5	0.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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. If the family selects a curriculum that is not state adopted, the Supervising Teacher will supplement the curriculum to ensure that all of the standards are addressed.

Year and month in which the data were collected	12/23
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	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	N/A	0%

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/10/2022

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 out pipe was replaced in October of 2023. HEPA filters have been placed in our HVAC systems during the spring of 2021. Merv 13 filters have been placed in all rooms in the 20/21 school year and then replaced on a regular basis. Air purifiers have been added to all rooms and offices in the Fall of 2021. Filters are replaced when alerted by air purifiers.
Interior: Interior Surfaces	X			General wear and tear in MPR/Gym. MPR deep-cleaned in July of 2022. July of 2023 each room is deep cleaned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pest control rating is excellent based on yearly inspection. Currently cleaning twice a week.
Electrical	X			Lighting replaced as needed during 22/23 school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good overall, missing tiles have been covered up. New sheet rock and tiles have been repaired Fall of 2023. MPR are and all portables were painted Summer of 23. Roof was repaired in the MPR in the Summer of 2023.
Safety: Fire Safety, Hazardous Materials	X			Extinguishers up to date as of August 2023.
Structural: Structural Damage, Roofs	X			Roofs are in great shape. MPR roof to be resealed Spring of 23.
External:	X			Playground structure has been removed and fully rebuilt with a new unit in the Spring of 2023

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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:

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	48	51	48	47	46
Mathematics (grades 3-8 and 11)	35	29	36	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	415	92.43	7.57	48.19
Female	216	202	93.52	6.48	56.44
Male	230	210	91.30	8.70	40.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	46	86.79	13.21	45.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	37	90.24	9.76	51.35
White	344	324	94.19	5.81	48.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	151	86.29	13.71	43.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	70	89.74	10.26	25.71

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	409	91.09	8.91	29.17
Female	216	199	92.13	7.87	27.78
Male	230	207	90.00	10.00	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	45	84.91	15.09	17.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	36	87.80	12.20	27.78
White	344	320	93.02	6.98	31.35
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	175	148	84.57	15.43	20.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	67	85.90	14.10	11.94

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.44	34.88	--	--	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	277	217	78.34	21.66	34.88
Female	134	103	76.87	23.13	32.04
Male	141	112	79.43	20.57	38.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	18	64.29	35.71	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	22	75.86	24.14	36.36
White	214	175	81.78	18.22	36.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	95	74.80	25.20	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	44	78.57	21.43	9.52

2022-23 Career Technical Education Programs

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

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

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

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

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

(The percent of pupils who complete a CTE program and the percent of CTE courses that are sequenced will show as "zero" because the 2022-2023 school year is only the second year in a two-year sequence. Therefore, we will have our first percentage at the end of the Fall 2023-24 school year)

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.66
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	50.0%	50.0%	50.0%	50.0%	50.0%
Grade 7	29.2%	29.2%	29.2%	28.0%	29.2%
Grade 9	20.2%	21.6%	21.6%	21.6%	21.6%

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.

2023-24 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. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.5	6.3	17.1	31.2	67.1	58.8	9.4	7.8	8.2
Graduation Rate	86	84.8	72	45.7	25.5	24.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	82	59	72.0
Female	44	34	77.3
Male	37	25	67.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	58	44	75.9
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	47	30	63.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	8	53.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	900	868	78	9.0
Female	458	439	36	8.2
Male	435	423	41	9.7
Non-Binary	7	6	1	16.7
American Indian or Alaska Native	14	13	3	23.1
Asian	5	5	0	0.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	111	104	18	17.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	54	53	6	11.3
White	685	663	46	6.9
English Learners	3	3	0	0.0
Foster Youth	3	3	1	33.3
Homeless	9	7	3	42.9
Socioeconomically Disadvantaged	394	379	52	13.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	167	163	18	11.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.11	0.67	0.02	0.81	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0
Female	0	0
Male	1.15	0
Non-Binary		
American Indian or Alaska Native	7.14	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.9	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.44	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.59	0

2023-24 School Safety Plan

Forest Charter annually reviews and updates the comprehensive school safety plan. The main function of the safety plan is to spell out how we deal with fire, lock-down and other emergency procedures. The school safety plan then gets reviewed and approved by local law and fire personnel. The latest update was made in the Fall of 2023 which included an extensive update of the reunification plan. Staff are trained on the safety plan annually. 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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	2	1	0	0
1	1	1	0	0
2	1	1	0	0
3	1	2	0	0
4	1	3	0	0
5	1	1	0	0
6	4	18	0	0
Other	12	29	3	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	133	0	0
Mathematics	2	116	0	0
Science	3	72	0	0
Social Science	3	104	3	0

2022-23 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	595.38

2022-23 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)	1.3
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,573.85	\$580.67	\$11,993.18	\$74,534.38
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	44.8	

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Each year Forest Charter School provides three days for staff development for the whole staff as well as some time during regularly scheduled staff meetings. Individual staff members get other opportunities for staff development based on their discipline and available funds. Recently, the staff has been trained in Google Suite, mindfulness techniques, the IREADY diagnostic, and the online intervention/curriculum that is supported through IREADY. Individually teachers have been sent to various trainings such as Trauma informed Education training, Next Generation Science Standards, ELPAC training, CTE trainings, Arts Lead and the Social Emotional Learning workshop.

The College and Career staff has been exploring the expansion of CTE programs within the school. The implementation of the first CTE programs was to begin in the Fall of 2020 but due to Covid the start was delayed until the Spring Semester of the 20/21. Forest Charter School has started with an entrepreneurship class for CTE. In the Fall of 2022 Forest Charter School has increased to four online CTE options (Hospitality, Public Safety, Game Design and Entrepreneurship). Forest Charter School is also able to continue having an on site entrepreneurship class (22-23 school year) thanks to a shared grant with the Nevada County Superintendent of schools office.

In the Fall of 2022 the staff was trained in Flow Learning/Team Building and continued training in IREADY which included intervention training through IREADY and the teacher toolbox in IREADY

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3



Section: 500

Policy: 003

FCS Council Approved: February 15, 2011

Revised: September 20, 2016

Revised: October 25, 2016

Revised: November 7, 2017

Revised: January 11, 2022

Revised: December 5, 2023

Revised: <Draft for Approval>

Enrollment Policy

Rationale

Forest Charter School (“FCS”) is committed to providing a personalized learning experience for all students. Further, FCS wants to be sure that the enrollment process is fair and equitable.

With these considerations in mind, FCS has adopted the following policy:

Admission Requirements

In accordance with Education Code Section 51747.3, students must reside in Nevada County or adjacent counties to be enrolled in FCS. Students must meet the minimum age for admission to a public school and must not exceed the maximum age for public school admission (no older than 22, and once 19, must remain continuously enrolled in a public school, without a break in enrollment since that time, and is making satisfactory progress toward a high school diploma). FCS admits all students who wish to attend subject only to the geographic limitations set forth in Section 51747.3 and the age limitations described above.

FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race or ethnicity, nationality, gender, gender expression, gender identity, sexual orientation, disability, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Open Enrollment Period for Fall applicants and lottery process

- FCS will hold an open enrollment period that will run from the beginning of the second semester until 5:00 pm on the Thursday before the public random drawing (“lottery”).
- Any subsequent open enrollment periods will run from the end of the previous open enrollment period until 5:00 pm each Thursday.
- The lottery will be held on a Friday in March. FCS will announce the exact date/time approximately two months before the March lottery, and will post the lottery date/time on its website.
- If new applications for admission are received following the end of the open enrollment period, subsequent lotteries, if needed to determine admission, will be held on a weekly basis on each Friday that school is in session.

- Students wishing to be admitted to FCS must begin by filling out the online interest form on the FCS website during the open enrollment period. If a family is unable to fill out the online form, they may contact FCS by telephone for assistance.
- Students/families must fill out the online interest form during any FCS open enrollment period. In the case that more students wish to be admitted than there is capacity, admission will be determined by lottery. Students who were enrolled in FCS in the previous year and who timely notify FCS that they are continuing their education with FCS are exempt from the lottery, and are guaranteed admission.

Preference in the lottery will be given in the following order:

1. Children or grandchildren of administrators, office staff, special ed staff, supervising teachers and any other learning center employees currently working at FCS. Full time staff members will receive higher priority than part time.
 2. Siblings of students admitted to or attending FCS
 3. Residents of Nevada County
 4. Residents of the Chicago Park School District
 5. All other applicants
- Once capacity has been reached in the lottery, the remaining applications will be drawn and students will be placed on a waitlist based on the order of the lottery draw.

Other Considerations

- In accordance with Education Code Section 51745(c), students who enroll with an existing individualized education program (“IEP”), may not participate in independent study unless the IEP specifically provides for that participation. As a result, it may be necessary for an IEP team meeting to be held. The legal requirement for an IEP meeting will not delay admission.
- Students who are under a current expulsion order from a previous school will require special consideration and may not be admitted.
- Due to FCS serving a large geographic area, capacity may vary each year, based on the capacity of the Supervising Teachers (“ST”) serving a given geographic area. (E.g., FCS will not require an ST from Nevada City to serve students in Truckee if the Truckee Supervising Teachers are all at capacity.)
- Twins will be placed in the lottery as one student and will receive the same lottery position. If there is only one spot available, the family will be offered placement for one twin. If the family declines the offer of placement, the twins will remain on the waitlist in the same position and the next applicant on the list will be offered the placement. Twins will not be dropped from the list or dropped to the bottom of the list if they decline a spot unless there are two enrollment spots available at the time of declining.

Acceptance of Admission and Enrollment Procedures

- After a student has been admitted through the lottery, FCS will contact the family via email. Once contacted by the school, the family has two school days to contact FCS and accept the offer of admission. If FCS does not hear from the family within these two school days, the

admission spot will be given to the next student on the waitlist, and the student who was originally contacted will be removed from the waitlist.

- If a family declines admission, the student will be removed from the waitlist.
- Following the acceptance of an offer of admission, the family will have three school days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three school days, FCS will rescind the offer of admission, remove the student from the waitlist, and contact the next student on the waitlist.
- FCS will make every effort to assist and accommodate parents in compiling registration documentation. FCS complies with all laws regarding homeless and foster youth and will not delay registration in the case of a homeless or foster youth without required registration documentation.

Waitlist

- In order to maintain their spot on the waitlist from year to year, families must register with FCS indicating their continued interest in remaining on the waitlist for the next school year. FCS will send out a form to all families on the waitlist at the beginning of the calendar year and families will have until the last school day in February to return the form. If this form is not returned on time, students will be removed from the waitlist.
- The waitlist may be adjusted if a new applicant meets one of the enumerated lottery preferences (e.g., the child of a staff member) that an applicant on the waitlist does not.
- If a family has applied for more than one Learning Center location, and accepts a spot at one Learning Center, they will be removed from any additional waitlists.