California Department of Education
School Accountability Report Card
Reported Using Data from the 2013–14 School Year
Published During 2014–15

For Forest Ranch Charter School

Address: 15815 Cedar Creek Road, Forest Ranch, CA 95942   **Phone:** 530-891-3154
Principal: Christia Marasco   **Grade Span:** K-6

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

➢   View this SARC online at the school and/or LEA Web sites.

➢   For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

➢   For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

District Contact Information – Most Recent Year

District Name	Chico Unified School District
Phone Number	530-891-3000
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org
Web Site	www.chicousd.org

School Contact Information – Most Recent Year

School Name	Forest Ranch Charter School
Street	15815 Cedar Creek Road
City, State, Zip	Forest Ranch, CA 95942
Phone Number	530-891-3154
Principal	Christia Marasco
E-mail Address	Admin@ForestRanchCharter.org
Web Site	www.forestranchcharter.org
County-District-School (CDS) Code	04-61424-0118042

School Description and Mission Statement – Most Recent Year

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,600 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grade, and currently serves kindergarten through sixth grades.

FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE program ensures that advanced students are challenged and engaged. An elective rotation including subjects such as art, drama, music, choir, dance, engineering, cooking, sewing and handwork, gardening, and sports helps stimulate interest in life-long learning and self-enrichment.

Values - FRCS pursues excellence in education through adhering to the following values: engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Mission Statement - To provide a community school that allows each student to maximize their learning potential in a safe and engaging environment.

Vision Statement - To inspire our students and community through a sustainable, comprehensive academic environment.

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Kindergarten	15
Grade 1	19
Grade 2	22
Grade 3	21
Grade 4	23
Grade 5	11
Grade 6	13
Total Enrollment	124

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	2.4
Native Hawaiian or Pacific Islander	0.0
White	83.1
Two or More Races	11.3
Socioeconomically Disadvantaged	43.5
English Learners	0.0
Students with Disabilities	12.1

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	6	6	7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2013–14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99%	1%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	99%	1%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which data were collected: January 2015

Our teachers strive for academic excellence by using a range of state-adopted, supplementary, and teacher-created curriculum to meet or exceed state standards in all of the core subjects. We have an extensive curriculum and resource library that consists of mostly new materials. Where textbooks are the primary source (mathematics) students have their own book. In other subjects at least one resource or literature book is available for each student. Materials have been upgraded to ensure compliance with Common Core Curriculum requirements.

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers have the use of assorted materials including: Reading A-Z, Step Up to Writing, Houghton and Scholastic literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and non-fiction book sets, Houghton-Mifflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code, and Easy Grammar with which to develop their literacy programs. All teachers have access to i-Ready, a computer adaptive, Common Core based instructional program in ELA.	n/a	0%

Mathematics	Sadlier-Oxford Math is used as a core mathematics program for grades K -5. Supplementary resources available include at a minimum: Everyday and Touch Mathematics, Critical Thinking Company, Engage New York, and Marci Cook materials. In 6/7 CPM is the core mathematics program. All materials are updated to Common Core.	n/a	0%
Science	Teachers use various resources including state-adopted materials to create lessons which meet or exceed state standards. A range of non-fiction resource books, texts, GEMS, LHS resource books, teacher created labs, and Foss kits are used. In 6/7 grades Discovery Ed Science Techbook is the core science curriculum. Environmental Education Initiative (EEI) curriculum is also used in all grades.	n/a	0%
History-Social Science	Teachers use various resources including state-adopted materials to create lessons which meet or exceed state standards. History of US, the Ancient World series, Interact, Houghton-Mifflin and Harcourt are among the resources utilized. 5-7th grades have access to Discovery Ed. Social Studies Techbooks.	n/a	0%

School Facility Conditions and Planned Improvements – Most Recent Year

The FRCS facility was constructed in 1991 to house the CUSD Forest Ranch Elementary School. When Forest Ranch Elementary School was closed in 2008, FRCS was able to utilize the site through a Prop 39 agreement with CUSD.

The site is approximately fifteen acres set in the beautiful, forested, foothill community of Forest Ranch located roughly 13 miles from Chico when traveling east on Highway 32. The grounds are fenced to limit unauthorized access and facilitate supervision. The site includes an administration building, a multi-purpose room including a full kitchen and gymnasium, a library, four permanent classrooms, four portable classrooms, a school garden, an irrigated playfield, play equipment, and a large blacktop area.

FRCS has a paid custodian along with volunteers who maintain and clean the facility. The students, staff, parents and community members are proud of their school and strive to care for the buildings and grounds. The school reflects the great foothill community in which it rests.

The most recent facility inspection was performed in January 2015 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in excellent condition.

Planned improvements include the addition of two more portable classrooms and a portable bathroom as well as several energy-saving upgrades. Currently identified for replacement or upgrade are our Energy Management System and our interior and exterior lighting systems. Additionally, we are exploring options for alternative energy producing projects.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	35	0	0	
Interior: Interior Surfaces	12	0	0	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	26	0	0	
Electrical: Electrical	12	0	0	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	16	0	0	
Safety: Fire Safety, Hazardous Materials	25	0	0	One fire extinguisher needs remounting
Structural: Structural Damage, Roofs	25	0	0	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	14	0	0	

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
	Yes			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)		75%		68%	67%	68%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68%
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	

Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	68%	70%	63%	58%	58%	58%	54%	56%	55%
Mathematics	59%	75%	65%	51%	51%	52%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	59%	56%	58%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	7	8	7
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	3	15	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			-21
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement – Most Recent Year

Parental involvement is a key component of FRCS. Our school was created by and for parents. Many of our classroom teachers and support staff currently have students enrolled in the school. Volunteers hold many key positions in the daily operation of the school and make extra opportunities for students such as field trips, special events and elective classes possible. Parent and family involvement in and out of the classroom is strongly encouraged and valued.

Opportunities in the most recent year included participation in several committees (School Advisory Committee, Safety Committee, etc.), representative positions in the Parent Teacher Partnership group or the FRCS Board of Directors, Stakeholder LCAP meetings, Parent Education Nights, classroom volunteering, classroom volunteer work from home, fundraising events, and much more. To get involved as a parent or a community member, please contact our school office at 530-891-3154.

State Priority: Pupil Engagement

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

- High school dropout rates; and

- High school graduation rates.

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

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate									
Graduation Rate	n/a	n/a	n/a	86.13	85.29	88.11	77.14	78.87	80.44

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;

- Pupil expulsion rates; and

- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Suspensions	0.90%	1.60%	2.90%	6.10%	6.40%	5.40%	5.70%	5.10%	4.40%
Expulsions	0%	0%	0%	0.50%	0.30%	0.30%	0.10%	0.10%	0.10%

School Safety Plan – Most Recent Year

The School Safety Plan is updated annually, in accordance with Senate Bill 187. The most recent review occurred in November 2014. This plan is available upon request. The key elements cover traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat, bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire drills are conducted monthly; code red and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

The Safe School Plan supplements the School Safety Plan. This plan consists of two interacting components: Places and People, and Programs. Our goal is to provide a school environment where students, parents, and community members feel safe and can communicate positively.

Health and safety concerns are regular items on our Board of Director agendas, at PTP meetings, and at our Safe School Team meetings. They are also addressed as necessary in our monthly newsletters and on the school website.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	91.70%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	1			18.11	1			15.97	1		
1, 2	20	2			20.14		2		19.13	2		
3, 4	26		1		18.3	2			20.94		2	
5, 6	24.1		1		20.7		1		23.13		1	

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

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (librarian)	Volunteer staffing	N/A
Library Media Services Staff (paraprofessional)	Volunteer staffing	N/A
Psychologist	0.05	N/A
Social Worker	N/A	N/A

Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.10	N/A
Resource Specialist (non-teaching)	2.5	N/A
Other	1.53	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$6,593	$577	$6,016	$38,500
District	N/A	N/A	N/A	$63,298
Percent Difference – School Site and District	N/A	N/A	N/A	-49%
State	N/A	N/A	$4,690	$69,360
Percent Difference – School Site and State	N/A	N/A	25%	-57%

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

Types of Services Funded (Fiscal Year 2013–14)

FRCS offers many supplemental educational services. These include weekly Band, Choir, Classroom Music, and a pull-out GATE Program. Other funded services are Performing Arts including Dance, Choir, and Drama; Engineering; Nature Study and Gardening; Arts and Crafts; Handwork; and Games/Sportsmanship on an elective rotation. The Explorer's Club provides a daily aftercare program operated by a credentialed teacher. Homework Club provides free, twice-weekly afterschool homework assistance staffed by a credentialed teacher. Transportation services between Forest Ranch and Chico are offered free of charge to all students. Nutrition services include participation in the National School Lunch Program, providing a healthy and nutritious breakfast, lunch and after school snack to all students, including the availability of free and reduced meals to eligible families.

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,000	41,318
Mid-Range Teacher Salary	$40,000	65,615
Highest Teacher Salary	$45,000	84,981
Average Principal Salary (Elementary)	$50,000	107,624
Average Principal Salary (Middle)	n/a	112,817
Average Principal Salary (High)	n/a	121,455
Superintendent Salary	n/a	206,292
Percent of Budget for Teacher Salaries	35%	40.0%
Percent of Budget for Administrative Salaries	8%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development – Most Recent Three Years

At FRCS we believe professional development of faculty and staff is critical to our success. Throughout the year, faculty and staff have required and optional trainings on various topics. Our faculty has weekly group meetings as well as one-on-one meetings with the school administrator to consult on curriculum development, program philosophy, and collaboration.

The FRCS school calendar contains three school days dedicated to staff development provided through workshops and outside consultants. In addition to those three days, faculty and staff are encouraged to attend trainings that may become available during the school year as well as during vacation breaks to improve their usefulness to the school and their professional growth.

The FRCS Governing Board is committed to forming relationships with other schools and keeping abreast of best practices in governance and education. Our administration regularly collaborates with other programs and encourages faculty to connect with others in their field.