



Forest Ranch Charter School

15815 Cedar Creek Road • Forest Ranch, CA 95942 • 530-891-3154 • Grades K-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

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District Governing Board

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District Administration

Christia Marasco

Superintendent

Christia Marasco

Principal

Lisa Speegle

Business Manager

School Description

Forest Ranch Charter School (FRCS) a free, public K-8 charter school. We are a direct-funded charter school authorized by the Chico Unified School District. 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 and 2015.

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. An accelerated Math option and weekly pull-out GATE program ensure that advanced students are challenged and engaged. An elective rotation including subjects such as art, drama, music, choir, dance, engineering, coding, cooking, sewing, gardening, and sports helps stimulate interest in life-long learning and self-enrichment. FRCS is a STEM program that emphasizes global citizenship and environmental stewardship. In addition our Middle School Program has a strong focus on wellness and leadership.

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.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	16
Grade 1	16
Grade 2	15
Grade 3	17
Grade 4	19
Grade 5	19
Grade 6	21
Grade 7	7
Grade 8	6
Total Enrollment	136

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0
White	79.4
Two or More Races	8.8
Socioeconomically Disadvantaged	40.4
English Learners	0.7
Students with Disabilities	8.1
Foster Youth	0

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			
Forest Ranch Charter School	14-15	15-16	16-17
With Full Credential	7	8	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Forest Ranch Charter School	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Forest Ranch Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.0	1.0
High-Poverty Schools	98.9	1.1
Low-Poverty Schools	99.0	1.0

* 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 (School Year 2016-17)

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.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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, Spelling City, 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. Percent of students lacking their own assigned textbook: 0%
Mathematics	Sadlier-Oxford Math is still available as a core mathematics program for grades K -5. Some of our teachers are using elements of Engage New York and Georgia Math as a base program. Most K-5 teachers have developed strong Common Core Math programs using a range of supplementary resources. In 6/7/8, CPM is the core mathematics program. Teachers also utilize Sadlier-Oxford, Kahn Academy, Ed Genuity and assorted Common Core supplementary materials. i-Ready is used for assessment in all grades and as an instructional resource in 4th and 5th. Percent of students lacking their own assigned textbook: 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 lab, STEM lessons and Foss kits are used. In 5-8 grades Discovery Ed Science Techbooks and Mossa Mack are available. Environmental Education Initiative (EEI) curriculum is also used in all grades. Percent of students lacking their own assigned textbook: 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. 5-8th grades have access to Discovery Ed. materials and designated text books for each grade. Percent of students lacking their own assigned textbook: 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, six portable classrooms, a school garden, an irrigated playground, 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 2017 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 a running track. Additionally, we are exploring options for alternative energy producing projects.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			exits and electrical panels blocked in two areas - to be cleared within 24 hours
Structural: Structural Damage, Roofs	X			cracks visible in masonry on exterior surface of NW corner of MPR - monitoring continues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	42	51	48	51	44	48
Math	36	38	40	44	34	36

* 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.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	70	77	67	64	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.4	21.4	50

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	26	22	84.6	77.3
Female	16	14	87.5	64.3
White	20	17	85.0	76.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	58.8
	4	20	19	95.0	52.6
	5	18	15	83.3	46.7
	6	22	22	100.0	40.9
Female	5	13	12	92.3	50.0
	6	14	14	100.0	42.9
White	3	17	17	100.0	58.8
	4	16	15	93.8	53.3
	5	15	12	80.0	41.7
	6	17	17	100.0	47.1

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	64.7
	4	20	19	95.0	36.8
	5	18	15	83.3	26.7
	6	22	22	100.0	22.7
Female	5	13	12	92.3	25.0
	6	14	14	100.0	14.3
White	3	17	17	100.0	64.7
	4	16	15	93.8	40.0
	5	15	12	80.0	33.3
	6	17	17	100.0	23.5

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 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.

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 (School Year 2016-17)

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: 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.

School Safety Plan

The School Safety Plan is updated annually, in accordance with Senate Bill 187. The most recent review occurred in December 2016 and is still waiting board approval. 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.9	2.1	1.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.4	3.4	4.1
Expulsions Rate	0.3	0.3	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
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		9
Percent of Schools Currently in Program Improvement		69.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	Volunteer
Library Media Services Staff (Paraprofessional)	Volunteer
Psychologist	0.08
Social Worker	N/A
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist	.5
Other	2.38
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	17	15	16	1	1	1						
1	19	16	16	1	1	1						
2	20	21	15	1	1	1						
3	21	20	17		1	1	1					
4	21	22	19			1	1	1				
5	11	24	19	1		1		1				
6	13	13	21	1	1					1		

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English		18	14		1	2						
Mathematics		18	14		1	2						
Science		18	14		1	2						
Social Science		18	14		1	2						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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 bi-monthly group meetings as well as one-on-one meetings with the school administrator to consult on curriculum development, program philosophy, and collaboration. Areas of focus are chosen based on individual teacher needs as well as program/L-CAP goals. Program/L-CAP goals are chosen based on student needs determined by academic and survey data.

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (ES)	\$89,317	\$113,994
Average Principal Salary (MS)	\$105,844	\$120,075
Average Principal Salary (HS)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,347	\$785	\$6,562	\$41,643
District	♦	♦	N/A	\$64,053
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				-35.0
Percent Difference: School Site/ State			15.6	-43.9

* Cells with ♦ do not require data.