Forest Ranch Charter School

15815 Cedar Creek Road • Forest Ranch, CA 95942 • 530-891-3154 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Forest Ranch Charter School
PO Box 5, 15815 Cedar Creek Road
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District Governing Board

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Chair; Parent Representative

Janina Carter
Vice Chair; Parent Representative

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Secretary; Parent Representative

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Krystle Stetson
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FRCA Liaison; Educational Representative

Monikah Niemczynowicz
PTP Liaison; Parent Representative

District Administration

Christia Marasco
Superintendent

Christia Marasco
Director

Lisa Speegle
Consulting CBO

Patricia Hunsicker
Middle School Coordinator

Lisa Sellu
Elementary Lead Teacher

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 January of 2020.

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.

We believe . . .

- In equity, kindness and integrity; Every student matters all the time!
- All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential
- In forward thinking educational practices and flexible learning spaces
- In perseverance and hard work
- A growth mindset is essential to all learners on campus, including our adults
- Families are an integral part of our school community

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	12
Grade 2	11
Grade 3	13
Grade 4	20
Grade 5	16
Grade 6	15
Grade 7	12
Grade 8	10
Total Enrollment	123

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	4.1
Hispanic or Latino	5.7
White	79.7
Two or More Races	6.5
Socioeconomically Disadvantaged	38.2
Students with Disabilities	16.3
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Forest Ranch Charter	17-18	18-19	19-20
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Forest Ranch Charter	17-18	18-19	19-20
With Full Credential	◆	◆	9
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Forest Ranch Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: August 2019

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, Working With Words levelized materials K-8, Flocabulary, 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	All K - 5 teachers, are using Math My Way as a base program. In addition, teachers use a wide range of supplementary materials to provide a strong Common Core Math program. Supplementary materials include materials from Lakeshore, Montessori, Marci Cook, PBLearning, Number Stories, Georgia Math, and i-Ready. 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 4,5th grades and intervention. We are using UC Scout for students needing advanced curriculum in Middle School. **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 labs, 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. In 6-8th grades we are piloting Pearson's, Elevate for the 2019-20 school year. **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, McGraw-Hill Networks, 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%

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

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 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 2020 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in good condition.

Planned improvements include the addition of a whole school generator to deal with the PG&E planned outages as well as a solar system to reduce energy costs. The heating units in Rooms 9 and 10 are in the process of being repaired. Portable heating units are being used as needed until repairs are complete.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New heating units put in Room 9 and 10 - July 2019 (units are currently awaiting parts for repair); new main building chiller put in by CUSD in August 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	cracks visible in masonry on exterior surface of NW corner of MPR and ceiling heading into MPR and main building - monitoring continues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	65	54	56	50	50
Math	42	51	44	43	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	5.9	29.4	47.1
7	27.3	18.2	45.5

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	84	95.45	65.48
Male	39	39	100.00	48.72
Female	49	45	91.84	80.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	71	69	97.18	65.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.12	64.10
English Learners	--	--	--	--
Students with Disabilities	14	11	78.57	27.27
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	83	94.32	50.60
Male	39	38	97.44	44.74
Female	49	45	91.84	55.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	71	69	97.18	50.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	38	92.68	47.37
English Learners	--	--	--	--
Students with Disabilities	14	10	71.43	30.00
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):
• 	Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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 State priority: School Climate (Priority 6):
• 	Pupil suspension rates;
• 	Pupil expulsion rates; and
• 	Other local measures on the sense of safety.

School Safety Plan
The Comprehensive School Safety Plan is updated annually, in accordance with Senate Bill 187. FRCS Comprehensive Safety Plan was updated and approved by the FRCS Board of Directors on November 19, 2019. This plan is available upon request.

At Forest Ranch Charter School we are proactive in our efforts to create a safe, healthy, and enriching campus. Our goal is to provide a place where students, parents, and community members feel safe and can communicate positively.Strategies and programs that provide and maintain a high level of safety are reviewed by our Safety Committee and implemented throughout the school year to achieve this goal. We focus on prevention through safe, clean school grounds with adequate supervision; use of Positive Behavior Support strategies and Social/Emotional Learning programs; use of internal security procedures, and coordination with other agencies/services to acquire needed supports.

Our Comprehensive Safety Plan includes procedures for child abuse reporting; disaster/emergency management; teacher notification surrounding dangerous students; suspension and expulsion; sexual harassment;dress code; safe entrance and exit of students, parents and staff to and from school; maintenance of a safe and orderly environment conducive to learning; school discipline, rules, and consequences; and reporting a hate crime.

In addition, fire drills are conducted monthly; code red and earthquake drills are conducted quarterly and all staff members are refreshed annually as to their responsibilities in the event of an emergency.
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 weekly e-mail announcements and on the school website.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.5	4.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	4.2
Expulsions Rate	0.3	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.1
Other	

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	11	1			15	1			15	1		
Other**	18.5	6			18.8	5	2		18	6		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

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 2018-19 school calendar contained three school days dedicated to staff development provided through workshops and outside consultants. The 2019 -2020 school calendar contains only two staff development days as we have moved to a 10 month calendar, however teachers still have days built into their contracts for professional development that may be taken by request or to meet PD needs during the school year. In addition to those two/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.

In the 2017-18 School Year FRCS applied for and received the California SUMS grant. Grant goals surrounding PBIS, Social Emotional Learning, and Universal Design for Learning were all written into our L-Cap and faculty ITSP (Individual Training and Support Plans). This grant extends through the 2019/20 school year.

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 2017-18 Teacher and Administrative Salaries

Category	District Amount (CUSD)	State Average for Districts In Same Category
Beginning Teacher Salary	$43,116	$51,374
Mid-Range Teacher Salary	$60,128	$80,151
Highest Teacher Salary	$94,637	$100,143
Average Principal Salary (ES)	$104,769	$126,896
Average Principal Salary (MS)	$108,465	$133,668
Average Principal Salary (HS)	$113,511	$143,746
Superintendent Salary	$214,172	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$9540	$1057	$8483	$47,386
District	N/A	N/A	N/A	$68,670.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		-34.9
School Site/ State	17.4	-50.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 , STEM and Maker Space activities; Nature Study and Gardening; Arts and Crafts; Handwork; and Games/Sportsmanship on an elective rotation. The Explorer's Club provides a daily aftercare program that is free to eligible students. Homework Club provides free, twice-weekly after school 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. We also provide lunch intervention, intermittent emergent reader support after school, parent education courses, and overnight study field trips in the upper grades.

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).

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.