

Forest Ranch Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 Ranch Charter School |
| Street | 15815 Cedar Creek Road |
| City, State, Zip | Forest Ranch, CA 95942 |
| Phone Number | 530-891-3154 |
| Principal | Christia Marasco |
| Email Address | admin@forestranchcharter.org |
| School Website | www.forestranchcharter.org |
| County-District-School (CDS) Code | 04-61424-0118042 |

2023-24 District Contact Information

| | |
|-------------------------|------------------------------|
| District Name | Forest Ranch Charter School |
| Phone Number | 530-891-3154 |
| Superintendent | Christia Marasco |
| Email Address | admin@forestranchcharter.org |
| District Website | www.forestranchcharter.org |

2023-24 School Description and Mission Statement

Forest Ranch Charter School (FRCS) is 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, 2015 and January of 2020. Recently our renewal was extended through 2028.

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

2023-24 School Description and Mission Statement

- 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 this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 21 |
| Grade 1 | 10 |
| Grade 2 | 15 |
| Grade 3 | 7 |
| Grade 4 | 17 |
| Grade 5 | 11 |
| Grade 6 | 9 |
| Grade 7 | 6 |
| Grade 8 | 11 |
| Total Enrollment | 107 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 46.7% |
| Male | 53.3% |
| American Indian or Alaska Native | 2.8% |
| Hispanic or Latino | 19.6% |
| Two or More Races | 10.3% |
| White | 66.4% |
| English Learners | 1.9% |
| Foster Youth | 2.8% |
| Homeless | 1.9% |
| Socioeconomically Disadvantaged | 57% |
| Students with Disabilities | 13.1% |

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) | 6.80 | 87.37 | 588.00 | 84.35 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.50 | 0.65 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 12.90 | 1.86 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.90 | 12.63 | 53.90 | 7.74 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 37.60 | 5.39 | 18854.30 | 6.86 |
| Total Teaching Positions | 7.80 | 100.00 | 697.10 | 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) | 7.20 | 100.00 | 623.30 | 86.19 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 10.90 | 1.51 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 13.40 | 1.86 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 25.50 | 3.53 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 49.90 | 6.91 | 15831.90 | 5.67 |
| Total Teaching Positions | 7.20 | 100.00 | 723.20 | 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 | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

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 | 0.90 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.90 | 0.00 |

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 | 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 | 0 |

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

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 Other 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, Working With Words leveled 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 and the new Thinking Maps; Write from the Beginning and Beyond materials. | | 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, teachers use CPM as the primary curriculum. Teachers also utilize Sadlier-Oxford, Kahn Academy, Keys To ..., Reflex and assorted Common Core supplementary materials. i-Ready is used for assessment and as an instructional resource in 1st - 8th grades and at times for intervention. | | 0% |
| Science | Teachers use various resources including state-adopted materials to create lessons which meet or exceed state standards. This year 1-5th grades continue to pilot Pearson's, Elevate for use as a base science program. A range of non-fiction resource books, texts, Discovery Ed. Tech GEMS, LHS resource books, teacher created labs, STEM lessons and Foss kits are used. In 5-8 grades Mossa Mack is available. Environmental Education Initiative (EEI) curriculum is also used in all grades. In 6-8th grades we are using Discovery Education's Science Techbook and STEM Connect for the 2023-24 school year. They also have access to a fully stocked Science Lab, Pearson's, Elevate and a range of reference materials. | | 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. | | 0% |

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

library, four permanent classrooms, six portable classrooms, a school garden, an irrigated playfield, play equipment, a large blacktop area and an Outdoor Learning Center for TK -2nd grades. We also have a solar energy system and a generator that can power the entire school during a power outage.

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 2024 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.

In the past year we have worked with CUSD to have an electrical transformer replaced; repaired and reconnected full sprinkler system/replanted field and added a sod lawn in front of black top bathrooms; purchased a new freezer (Measure K bond); installed new fold out tables in the MPR building (Measure K); replaced four exterior doors that needed an upgrade (Measure K); replaced faucets in 2 classrooms; replaced pipes needed for proper flow to grease traps/septic from kitchen; repaired or replaced items/facility snow damage including exterior internet line, water leak, generator, removing debris and siding (insurance claim); and planned and purchased new playground equipment for a small new playground and to replace one larger item in the existing playground (Measure K). We are in process with installing the new playground (Measure K); having subflooring in TK-2 bathroom building replaced (snow damage, insurance claim); replacing 4 picnic tables and 2 portable BBall Hoops (snow damage, insurance). This will be completed by the end of the school year.

Year and month of the most recent FIT report

January, 2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | The plumbing system for the grease traps were modified to provide more efficient flow and to ensure less clogging of the drainage - January 2023 |
| Interior: Interior Surfaces | X | | | New fold out tables were installed in MPR January 2024. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | New transformer was installed in electrical room. (Fall, 2023). |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Two faucets were replaced in classrooms. (Fall, 2023) |
| Safety: Fire Safety, Hazardous Materials | X | | | Fire clearance was done spring and summer of 2023. Hazardous materials from snow damage (broken items) were removed. (Summer, 2023) |
| Structural: Structural Damage, Roofs | X | | | 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 | X | | | Revamped entire sprinkler system, replanted field and put new sod in front of playground bathroom building (October, 2023) Four external doors replaced (January, 2024) Planned and purchased new playground equipment for a small new playground and to replace one larger item in the existing playground, should be installed by Summer, 2024. |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

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

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) | 48 | 46 | 55 | 55 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 23 | 34 | 39 | 40 | 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 | 61 | 59 | 96.72 | 3.28 | 45.76 |
| Female | 28 | 26 | 92.86 | 7.14 | 57.69 |
| Male | 33 | 33 | 100.00 | 0.00 | 36.36 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 12 | 100.00 | 0.00 | 33.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 37 | 36 | 97.30 | 2.70 | 36.11 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 36 | 34 | 94.44 | 5.56 | 32.35 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 0.00 |

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 | 61 | 59 | 96.72 | 3.28 | 34.48 |
| Female | 28 | 26 | 92.86 | 7.14 | 38.46 |
| Male | 33 | 33 | 100.00 | 0.00 | 31.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 37 | 36 | 97.30 | 2.70 | 34.29 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 36 | 34 | 94.44 | 5.56 | 27.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 10.00 |

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) | 33.33 | 47.62 | 36.99 | 38.80 | 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 | 22 | 21 | 95.45 | 4.55 | 47.62 |
| Female | -- | -- | -- | -- | -- |
| Male | 13 | 13 | 100.00 | 0.00 | 46.15 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 13 | 92.86 | 7.14 | 38.46 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | 12 | 92.31 | 7.69 | 16.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 100% | 100% | 100% | 100% | 100% |
| Grade 7 | 100% | 100% | 100% | 100% | 100% |

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

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.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 114 | 111 | 38 | 34.2 |
| Female | 53 | 52 | 21 | 40.4 |
| Male | 61 | 59 | 17 | 28.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 3 | 3 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 23 | 21 | 4 | 19.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 11 | 11 | 4 | 36.4 |
| White | 76 | 75 | 29 | 38.7 |
| English Learners | 3 | 2 | 0 | 0.0 |
| Foster Youth | 7 | 5 | 0 | 0.0 |
| Homeless | 2 | 2 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 69 | 66 | 26 | 39.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |

| | | | | |
|----------------------------|----|----|---|------|
| Students with Disabilities | 19 | 17 | 6 | 35.3 |
|----------------------------|----|----|---|------|

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 | 1.59 | 0.88 | 0.67 | 4.01 | 3.85 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.31 | 0.38 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.88 | 0 |
| Female | 0 | 0 |
| Male | 1.64 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 1.32 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 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 17, 2022, reviewed on January 16, 2024 for input. It will be revised by our Safety Committee, presented to the public and brought to the board for approval in February 2024. 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 our CSP takes into account new COVID-19 related safety policies including the Health and Safety Policy and Distance Learning Policy. These elements are included in all Safety planning and meetings.

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. Practice to decrease exposure to illness including Covid are still in place and being utilized across campus.

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 | 5 | 3 | | |
| 1 | 5 | 2 | | |
| 2 | 6 | 3 | | |
| 3 | 8 | 2 | | |
| 4 | 5 | 3 | | |
| 5 | 12 | 1 | | |
| 6 | 4 | 3 | | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 5 | 3 | | |
| 1 | 17 | 1 | | |
| 2 | 5 | 2 | | |
| 3 | 7 | 2 | | |
| 4 | 7 | 2 | | |
| 5 | 7 | 2 | | |
| 6 | 9 | 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 | 7 | 3 | 0 | 0 |
| 1 | 5 | 2 | 0 | 0 |
| 2 | 8 | 2 | 0 | 0 |
| 3 | 4 | 2 | 0 | 0 |
| 4 | 9 | 2 | 0 | 0 |
| 5 | 11 | 1 | 0 | 0 |
| 6 | 9 | 1 | 0 | 0 |
| Other | 0 | 0 | 0 | 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 | 0 |

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) | |
| Library Media Teacher (Librarian) | 0.1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| 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 | \$12,522 | \$2,593 | \$9,929 | \$51,282 |
| District | N/A | N/A | N/A | \$75,201 |
| Percent Difference - School Site and District | N/A | N/A | | -37.8 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | 26.5 | -55.5 |

Fiscal Year 2022-23 Types of Services Funded

FRCS offers many supplemental educational services. These include 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 all students. Homework Club provides free, four times a week 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 free of charge. We also provide lunch intervention, intermittent emergent reader support after school, parent education courses, and many all day study field trips in the upper grades. Services that were reduced due to the pandemic but are resuming include weekly in class music and art instruction, band, pull out GATE, and overnight study field trips for the upper grades.

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 | \$48,534 | \$55,550 |
| Mid-Range Teacher Salary | \$56,034 | \$84,645 |
| Highest Teacher Salary | \$64,284 | \$111,284 |
| Average Principal Salary (Elementary) | \$68,153 | \$139,860 |
| Average Principal Salary (Middle) | n/a | \$146,440 |
| Average Principal Salary (High) | n/a | \$158,447 |
| Superintendent Salary | \$68,153 | \$278,268 |
| Percent of Budget for Teacher Salaries | 31% | 32.21% |
| Percent of Budget for Administrative Salaries | 5% | 4.89% |

Professional Development

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 2022 - 2023 school calendar contained one school day dedicated to staff development provided through workshops and outside consultants as well as a few days before and after the school year to review goals and participate in professional development. In addition, teachers were provided with multiple sub days during the year to engage in additional professional development and planning to better support student's learning loss. Team professional development was provided before school started in a range of areas, including Thinking Maps, Thinking Maps; Write from the Beginning and Beyond, ED Tech, accelerating learning, Dyslexia and Orton Gillingham training, SEL and UDL strategies. Many of these topics were woven into faculty meetings and additional support was provided through one on one support and coaching.

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 was extended through Spring 2021. FRCS continues to work with state and county resources to assess our progress and improve in these areas. We have started a new training phase through CA-MTSS in 2023 that will provide training/coaching for all staff that support students. The goal is to have all staff certified by the beginning of the 2024-25 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.

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 | 1 | 1 | |