Executive Summary School Accountability Report Card, 2009–10

For Forest Ranch Charter School

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

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Forest Ranch Charter School is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. It is located in the Chico Unified School District and enrolled approximately 80 students in the kindergarten through sixth grade during the 2009-10 school year.

Mission Statement
The mission of FRCS is to provide a community school that allows each student to maximize their learning potential in a safe and engaging environment.

Vision Statement
 "Inspiring our students and community through a sustainable, comprehensive academic environment."

Student Enrollment

Group	Enrollment
Number of students	80
Black or African American	5.2%
American Indian or Alaska Native	6.9%
Asian	3.4%
Filipino	0%
Hispanic or Latino	3.4%
Native Hawaiian/Pacific Islander	1.7%
White (not of Hispanic origin)	76.0%
Two or More Races	3.4%
Socioeconomically Disadvantaged	24%
English Learners	0%
Students with Disabilities	3.75%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	67%
Mathematics	87%
Science	N/A
History-Social Science	N/A

Academic Progress[2]

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	843
Statewide Rank (from 2009 Base API Report)	6
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2010–11 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

The FRCS facility was built in 1991. FRCS occupies the whole school site through a Prop 39 facilities agreement with Chico Unified School District.

The playground and field areas are spacious, with a fully operational automated sprinkling system. The grounds are fenced to limit unauthorized access and facilitate supervision. Yard supervisors are on duty before and during school.

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 done in January of 2010 with the Facility Inspection Tool, School Facility Conditions Evaluation. Any additional information can be obtained from FRCS' Facility Coordinator.

Repairs Needed

Several electrical ballasts need to be replaced. The portable classrooms need to be painted. At least one toilet requires repairs.

Corrective Actions Taken or Planned

Ballasts have been purchased and are being replaced as time permits. Paint has been donated and as soon as weather permits volunteers will paint the portable classrooms. Plumbing repairs are ongoing.

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[1] Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$1,633.00
District	$4,990.77
State	$5,681.00

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School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

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The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Forest Ranch Charter School	**District Name**	Chico Unified School District
Street	15815 Cedar Creek Road	**Phone Number**	530-891-3000
City, State, Zip	Forest Ranch, CA 95942	**Web Site**	www.chicousd.org
Phone Number	530-891-3154	**Superintendent**	Kelly Staley
Principal	Christia Marasco	**E-mail Address**	kstaley@chicousd.org
E-mail Address	cmarasco@forestranchcharter.org	**CDS Code**	04-61424-0118042

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Forest Ranch Charter School is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. It is located within the Chico Unified School District and enrolled approximately 80 students in the kindergarten through sixth grade during the 2009-10 school year.

Mission Statement
The mission of FRCS is to provide a community school that allows each student to maximize their learning potential in a safe and engaging environment.

Vision Statement
"Inspiring our students and community through a sustainable, comprehensive academic environment."

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent Involvement is highly encouraged and critical to the success of our school. We have an active Parent Teacher Partnership, which organizes special events. There are many opportunities to get involved in classroom volunteering, field trips, weekly assemblies, garden projects, school maintenance, committees, music, fine arts and language studies.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	16	Grade 8	
Grade 1	11	Ungraded Elementary	
Grade 2	8	Grade 9	
Grade 3	10	Grade 10	
Grade 4	16	Grade 11	
Grade 5	10	Grade 12	
Grade 6	9	Ungraded Secondary	
Grade 7		Total Enrollment	80

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.2%	White	75.9%
American Indian or Alaska Native	6.9%	Two or More Races	3.4%
Asian	3.4%	Socioeconomically Disadvantaged	24%
Filipino	0.0%	English Learners	0.0%
Hispanic or Latino	3.4%	Students with Disabilities	3.75%
Native Hawaiian/Pacific Islander	1.7%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2008–09 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2009–10 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K									16	1		
1												
2												
3												
4												
5												
6												
K-3					19	2			19	1		
3-4									26		1	
4-8					23		1		19	1		
Other												

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

School Safety Plan has been developed and is updated annually, in accordance with Senate Bill 187. 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, and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

In addition, Forest Ranch Charter School has developed a Safe School Plan. The plan consists of two interacting components. The two components are: places / people and programs. Our goal with these two components is to provide a school environment where students, staff, parents and community members feel safe and creating positive communication.

Health and safety concerns are regular items on our School Board agendas, at PTP meetings, and with our Safe School Team members. They can also be addressed regularly in our monthly newsletter.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School 2007–08	2008–09	2009–10	District 2007–08	2008–09	2009–10
Suspensions	n/a	0	.01	4.0	6.6	0.1
Expulsions	n/a	0	0	0.7	0.7	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school was built in 1991. FRCS receives the facility from Chico Unified School District under a Prop 39 agreement. There are 6 classrooms on the campus, along with a library, office and a multi-purpose room.

The playground and field areas are spacious, with a fully operational automated sprinkling system. The grounds are fenced to limit unauthorized access and facilitate supervision. Yard supervisors are on duty before and during school.

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 it rests in.

Data reported below are the determination of good repair for the portion of the site that FRCS leases. The inspection was done in January of 2010 with the Facility Inspection Tool, School Facility Conditions Evaluation. Any additional information can be obtained from FRCS' Facility Coordinator.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			
Interior: Interior Surfaces	n/a	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			
Electrical: Electrical	n/a		x		Ballasts need replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		x		One toilet needs repair
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a		x		Cracks in soffits remain
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			
Overall Rating		x			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	n/a	3	5	n/a
Without Full Credential	n/a	0	0	n/a
Teaching Outside Subject Area of Competence	n/a	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	n/a
Library Media Teacher (librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	.15	n/a
Social Worker	n/a	n/a
Nurse	.05	n/a
Speech/Language/Hearing Specialist	.10	n/a
Resource Specialist (non-teaching)	n/a	n/a
Other	n/a	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		n/a	
Health		n/a	
Visual and Performing Arts		n/a	
Science Laboratory Equipment (grades 9-12)		n/a	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	5,898	4,265	1,633	38,000
District	n/a	n/a	4,991	63,194
Percent Difference – School Site and District	n/a	n/a	-31%	-17%
State	n/a	n/a	5,681	66,478
Percent Difference – School Site and State	n/a	n/a	-35%	-17%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Forest Ranch Charter offers many supplemental educational services. These include weekly Band, Classroom Music and GATE classes. We also offer Performing Arts, Nature Study, Art, and Handwork on an elective rotation. Our Explorer's Club provides a daily aftercare program operated by a credentialed teacher.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	n/a	54	67	52	54	56	46	50	52
Mathematics	n/a	63	87	47	46	47	43	46	48
Science	n/a	n/a	n/a	57	60	64	46	50	54
History-Social Science	n/a	n/a	n/a	45	50	55	36	41	44

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	n/a	n/a	6
Similar Schools	n/a	n/a	n/a

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	n/a	n/a	35
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	843	843	767
Black or African American	n/a	n/a	685
American Indian or Alaska Native	n/a	n/a	728
Asian	n/a	n/a	889
Filipino	n/a	n/a	851
Hispanic or Latino	n/a	n/a	715
Native Hawaiian/Pacific Islander	n/a	n/a	753
White	n/a	n/a	838
Two or More Races	n/a	n/a	807
Socioeconomically Disadvantaged	n/a	n/a	712
English Learners	n/a	n/a	691
Students with Disabilities	n/a	n/a	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. Faculty has weekly group meetings as well as one-on-one meetings with school administrator to consult on curriculum development, program philosophy and collaborate on and receive training in various areas of need. In addition, faculty attend workshops and receives in-service training from outside consultants in subject areas related to our school philosophy as well as areas needed for individual growth as a teacher. FRCS governing body is committed to forming relationships with other schools and keeping up with best practices in education. Our administration regularly collaborates with other programs and encourages our faculty to connect with others in their field.