

Executive Summary School Accountability Report Card, 2012–13

For Forest Ranch Charter School

Address: 15815 Cedar Creek Road
Principal: Christia Marasco

Phone: 530-891-3154
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. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 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 (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grade, and currently serves kindergarten through sixth grades.

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

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

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

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

Student Enrollment

Group	Enrollment
Number of students	117
Black or African American	0.0
American Indian or Alaska Native	0.9
Asian	0.0
Filipino	0.9
Hispanic or Latino	1.7
Native Hawaiian or Pacific Islander	0.0
White	81.2
Two or More Races	15.4
Socioeconomically Disadvantaged	38.5
English Learners	0.0
Students with Disabilities	6.8

Teachers

Indicator	Teachers
Teachers with full credential	6
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	63%
Mathematics	65%
Science	75%
History-Social Science	N/A

Academic Progress²

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	846
Statewide Rank (from 2012 Base API Report)	8
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 5
2013–14 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

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

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

The most recent facility inspection was performed in September of 2013 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in excellent condition.

Planned improvements are currently focused on the identification and installation of several energy-saving upgrades. Currently identified for replacement or upgrade are our Energy Management System, our heating and cooling systems, the walk-in refrigerator in our kitchen, and our interior and exterior lighting systems. Additionally, we are exploring options for alternative energy producing projects.

Repairs Needed

None

Corrective Actions Taken or Planned

None

¹ Standardized Testing and Reporting Program assessments used for accountability purposes 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	0%
Health	0%
Visual and Performing Arts	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,024
District	N/A
State	\$5,537

California Department of Education
School Accountability Report Card
Reported Using Data from the 2012–13 School Year
Published During 2013–14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013–14)

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

School Contact Information (School Year 2013–14)

School Name	Forest Ranch Charter School
Street	15815 Cedar Creek Road
City, State, Zip	Forest Ranch, CA 95942
Phone Number	530-891-3154
Principal	Christia Marasco
E-mail Address	admin@forestranchcharter.org
County-District-School (CDS) Code	04614240118042

School Description and Mission Statement (School Year 2012–13)

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered by Chico Unified School District (CUSD) for two years in 2008 and for another five years in 2010. The school is chartered to serve kindergarten through eighth grade, and currently serves kindergarten through sixth grades. Approximately 117 students from the Chico and Forest Ranch areas enrolled in the school in 2012-13.

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

Values - FRCS pursues excellence in education through adhering to the following values: engaging, secure, 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.

Opportunities for Parental Involvement (School Year 2012–13)

Parental involvement is a key component of FRCS. Our school was created by and for parents. One third of our classroom teachers and one half of our 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 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.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	68%	70%	63%	58%	58%	58%	54%	56%	55%
Mathematics	59%	75%	65%	51%	51%	52%	49%	50%	50%
Science	81%	n/a	75%	67%	68%	67%	57%	60%	59%
History-Social Science	n/a	n/a	n/a	59%	56%	58%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58%	52%	67%	58%
All Students at the School	63%	65%	75%	n/a
Male	62%	62%	n/a	n/a

Female	64%	67%	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	66%	61%	n/a	n/a
Two or More Races	54%	77%	n/a	n/a
Socioeconomically Disadvantaged	44%	56%	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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

California Physical Fitness Test Results (School Year 2012–13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	14.3%	28.6%	42.9%

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.

IV. 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. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	7	8	8
Similar Schools	n/a	n/a	n/a

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

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

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

Academic Performance Index Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	69	846	8,818	807	4,655,989	790
Black or African American	0		315	718	296,463	708
American Indian or Alaska Native	1		151	747	30,394	743
Asian	0		547	786	406,527	906
Filipino	0		62	890	121,054	867
Hispanic or Latino	1		1,947	738	2,438,951	744
Native Hawaiian or Pacific Islander	0		57	785	25,351	774
White	54	843	5,550	839	1,200,127	853
Two or More Races	13	853	107	756	125,025	824
Socioeconomically Disadvantaged	27	803	4,561	745	2,774,640	743
English Learners	0		1,232	684	1,482,316	721
Students with Disabilities	8		1,063	626	527,476	615

Adequate Yearly Progress

The federal ESEA 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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012–13)

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

Federal Intervention Program (School Year 2013–14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	91.7%

Note: Cells shaded in black or with N/A values do not require data.

V. School Climate

Student Enrollment by Grade Level (School Year 2012–13)

Grade Level	Number of Students
Kindergarten	18
Grade 1	22
Grade 2	19
Grade 3	24
Grade 4	13
Grade 5	15
Grade 6	6
Total Enrollment	117

Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.9
Asian	0.0
Filipino	0.9
Hispanic or Latino	1.7
Native Hawaiian or Pacific Islander	0.0
White	81.2
Two or More Races	15.4
Socioeconomically Disadvantaged	38.5
English Learners	0.0
Students with Disabilities	6.8

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	1	0	0	19.7	1	0	0	18.11	1	0	0
1, 2	21.6	0	2	0	20.0	2	0	0	20.14	0	2	0
3, 4	16.2	1	0	0	26.0	0	1	0	18.3	2	0	0
5, 6	19.2	1	0	0	24.1	0	1	0	20.7	0	1	0

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

School Safety Plan (School Year 2012–13)

The School Safety Plan 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; code red and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency.

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

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

Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
Suspensions	0.02%	0.01%	0.02%	8.95%	4.57%	5.77%
Expulsions	0%	0%	0%	0.59%	0.62%	0.67%

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013–14)

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

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The most recent facility inspection was performed in September of 2013 using the Facility Inspection Tool and School Facility Conditions Evaluation. The evaluation revealed that the site is clean, well cared for and in excellent condition.

Planned improvements are currently focused on the identification and installation of several energy-saving upgrades. Currently identified for replacement or upgrade are our Energy Management System, our heating and cooling systems, the walk-in refrigerator in our kitchen, and our interior and exterior lighting systems. Additionally, we are exploring options for alternative energy producing projects.

School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	X			

VII. Teachers

Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	5	5	6	599
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012–13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	96.1%	3.9%
High-Poverty Schools in District	95.2%	4.8%
Low-Poverty Schools in District	97.9%	2.1%

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	7.9	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	n/a	n/a	0%
Mathematics	n/a	n/a	0%
Science	n/a	n/a	0%
History-Social Science	n/a	n/a	0%

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.

For Language Arts, teachers have the use of assorted materials including: Reading A-Z, Step Up to Writing, Houghton and Scholastic Literacy primers, Rigby Readers, a wide range of short stories, poems, fiction and non-fiction book sets, Houghton-Mifflin Spelling and Vocabulary, Sequential Spelling, Zoo Phonics, Primary Phonics, Explode the Code and Easy Grammar to develop their literacy programs.

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,592	\$568	\$6,024	\$38,000
District	N/A	N/A	\$5,649	\$63,409
Percent Difference – School Site and District	N/A	N/A	6.4%	-50%
State	N/A	N/A	\$5,537	\$68,841
Percent Difference – School Site and State	N/A	N/A	8.4%	-57.73%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012–13)

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, Nature Study and Gardening, Arts and Crafts, Handwork, and Games/Sportsmanship on an elective rotation. The Explorer's Club provides a daily aftercare program operated by a credentialed teacher. Transportation services between Forest Ranch and Chico are offered free of charge to all students. Nutrition services provided include participation in the National School Lunch Program, providing a healthy and nutritious breakfast, lunch and after school snack to all students, including the availability of free and reduced meals to eligible families.

Teacher and Administrative Salaries (Fiscal Year 2011–12)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$40,933
Mid-Range Teacher Salary	\$40,000	\$65,087
Highest Teacher Salary	\$45,000	\$84,436
Average Principal Salary (Elementary)	\$50,000	\$106,715
Superintendent Salary	n/a	\$207,812
Percent of Budget for Teacher Salaries	35%	40%
Percent of Budget for Administrative Salaries	8%	5%

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

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 the school administrator to consult on curriculum development, program philosophy, and collaboration.

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

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