

Feather River Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Bill Embleton, Principal

 Principal, Feather River Academy

About Our School

Feather River Academy (FRA) Administration, Staff and Parents are very proud of the 37 students who graduated in June of 2016. Since the start of the 2015-2016 School Year, FRA staff enthusiastically focused efforts on increasing student attendance, participation and the WASC Accreditation process. FRA looks forward to highlighting our progress in a one day WASC visit in February 2018. FRA Administration and staff thank our students and their families for their commitment to higher behavioral and academic standards. The FRA family continues to receive the wonderful benefit of developing relationships with our students as staff implement the principles of the "Capturing Kids Hearts" program. We look forward to refining our efforts and expanding relationships with our students, families and outside agencies as we build new partnerships. We are deeply appreciative of our collaborations with Sutter-Yuba Mental Health, Children's System of Care (CSOC), Youth Services, Sutter County One Stop, Sutter County Probation, Tri-County ROP, Hope Point Nazarene Church, Habitat for Humanity/Youth Build Program and Yuba Community College. We are excited by the increase in student, family and community participation in our Open House dinner, hosted by the Senior Economics class with 350 people in attendance. The community donations for the 2015-16 dinner made this the most successful raffle FRA has had. The Attendance Incentive Program opened a world of culture and refinement as students were invited to the Sacramento Symphony following a formal dinner. Our lasting connections with the Young Men and Women's Breakfast groups and several successful field trips continue to deepen the experiences of our students. All of which culminated in the most successful FRA Prom in the last decade. We are grateful for our relationships with parents and the community and we look forward to our continued association.

Contact

*Feather River Academy
1895 Lassen Blvd.
Yuba City, CA 95993-8987*

*Phone: 530-822-2400
E-mail: bembleton@sutter.k12.ca.us*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Dr. Baljinder Dhillon
E-mail Address	bal.dhillon@suttercoe.org
Web Site	www.sutter.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Feather River Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, Ca, 95993-8987
Phone Number	530-822-2400
Principal	Bill Embleton, Principal
E-mail Address	bembleton@sutter.k12.ca.us
Web Site	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105120114207

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

School Description

Feather River Academy (FRA), Fully Accredited by the Schools Commission of the Western Association of Schools and Colleges, is an alternative school established by the Sutter County Superintendent of Schools to provide specialized education services for students who require an alternative education program. Feather River Academy consists of a county community school including an Independent Study Program (ISP). Feather River Academy and the Independent Study Program are housed on a campus next door to the Sutter County Superintendent of Schools Office. FRA is an innovative alternative education program offering individualized educational options in a safe, challenging, and need-fulfilling environment. Students are encouraged to acknowledge responsibility in both the local and global community. Students prepare for a successful quality life according to their individual needs.

Students in grades 7 – 12 who are at risk of being expelled, have been expelled, or are referred by courts or probation are served by Feather River Academy. The Independent Study Program is for students who demonstrate a high degree of self-motivation and prefer a self-guided program under the guidance of a credentialed teacher. Independent study is an alternative to classroom instruction consistent with the county office's course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills and knowledge all students should gain as verified in a written agreement. Independent study can be a part of, be separate from, or be in addition to a regular classroom program. Independent study is an instructional strategy (not a categorical program) that responds to an individual's needs and style of learning.

All programs work closely with students and parents to provide a focused instructional program that leads to graduation or eventual return to their home school.

Mission Statement: The mission of Feather River Academy is to provide students with an alternative to traditional education.

Focus on Responsibility and Academics

Our Vision Is To:

- Develop relationships among students, staff and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a rigorous alternative academic program guiding school-wide and individual goals.
- Empower students to think critically and problem solve.
- Prepare our students for a successful personal and professional future.

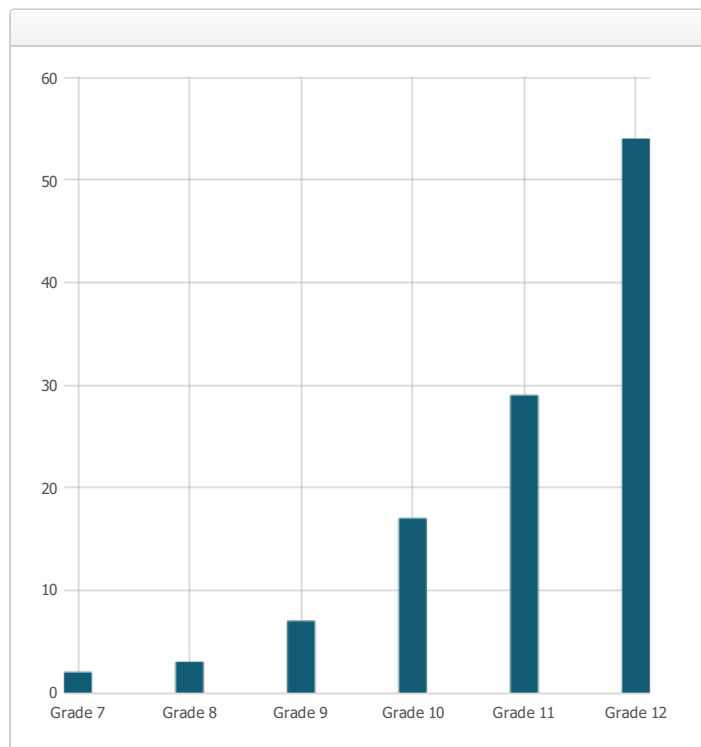
As Students:

- We are Responsible FRA students
- We are Respectful FRA students
- We are Safe FRA students
- We are Kind FRA students

Last updated: 1/24/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	2
Grade 8	3
Grade 9	7
Grade 10	17
Grade 11	29
Grade 12	54
Total Enrollment	112



Last updated: 1/24/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	2.7 %
Asian	0.9 %
Filipino	0.0 %
Hispanic or Latino	49.1 %
Native Hawaiian or Pacific Islander	0.9 %
White	39.3 %
Two or More Races	5.4 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.9 %
English Learners	10.7 %
Students with Disabilities	17.9 %
Foster Youth	1.8 %

Last updated: 1/24/2017

A. Conditions of Learning

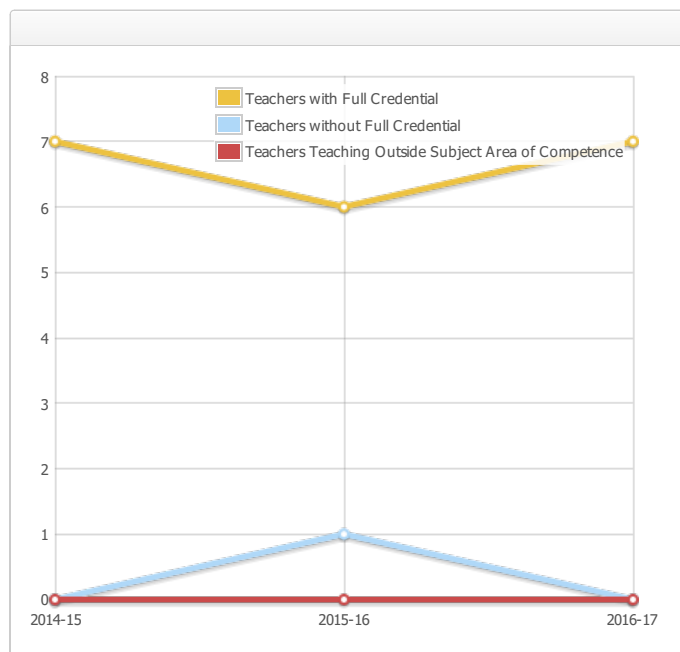
State Priority: Basic

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

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

Teacher Credentials

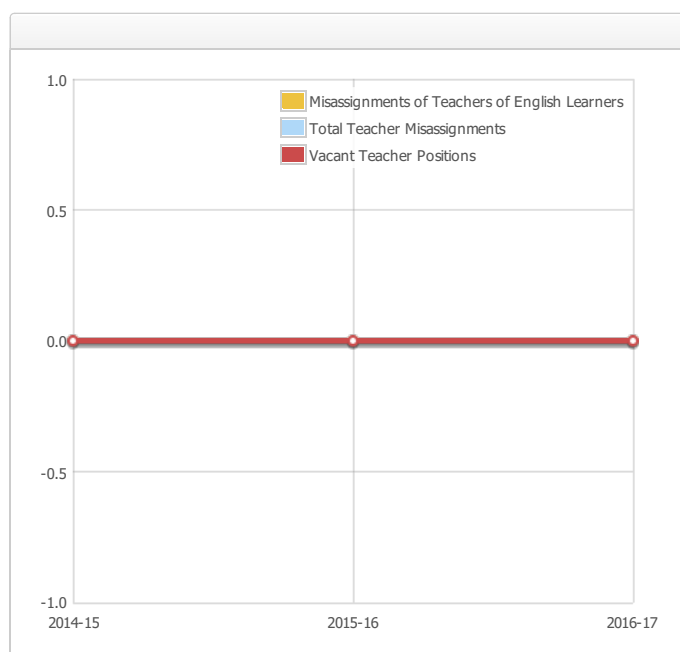
Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	6	7	7
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/28/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	88.0%	12.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	88.0%	12.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Reinhart and Winston	No	0.0 %
Mathematics	McDougal Little	No	0.0 %
Science	Holt Science Spectrum	Yes	0.0 %
History-Social Science	McDougal Little Modern Work History: Holt, Rinehart & Winston - The Americans 7th, 8th – TCI(Teachers Curriculum Institute) 11th- Pearson Prentice Hall Economics: McDougal Little	Yes	0.0 %
Foreign Language	Not applicable		0.0 %
Health	Glencoe	Yes	0.0 %
Visual and Performing Arts	Glencoe - Art in Focus	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

Sutter County Superintendent of Schools is committed to providing a safe, orderly, and secure environment for the students and staff of Feather River Academy. The campus was built in 2004/2005 and officially opened to students in August 2005. The campus includes state-of-the-art technology, design, and access to the community. All classrooms and offices are equipped with energy-efficient heating and lighting. Internet access is provided in all classrooms and offices. The school includes an intrusion and video surveillance system.

Feather River Academy has full-time grounds and maintenance services. The grounds and building are clean and properly maintained. The facility is 28,000 square feet and can house 130 full-time students.

The County Office takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the County Office uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the county schools office. County School maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. There are adopted cleaning standards for the county sites.

Last updated: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Exemplary
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Last updated: 1/24/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	10.0%	9.0%	4.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	2.0%	4.0%	5.0%	34.0%	36.0%

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

Last updated: 1/24/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	32	82.1%	6.3%
Male	26	23	88.5%	8.7%
Female	13	9	69.2%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	14	82.4%	7.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	13	76.5%	7.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	27	81.8%	7.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	40	34	85.0%	3.0%
Male	27	25	92.6%	4.2%
Female	13	9	69.2%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	14	82.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	14	82.4%	7.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	29	85.3%	3.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	4.0%	6.0%	19.0%	4.0%	5.0%	26.0%	60.0%	56.0%	54.0%

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

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.

Last updated: 1/24/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	39	32	82.1%	18.8%
Male	25	19	76.0%	21.1%
Female	14	13	92.9%	15.4%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	17	14	82.4%	7.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	16	13	81.3%	30.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.3%	19.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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.

Last updated: 1/24/2017

Career Technical Education Programs (School Year 2015-16)

Feather River Academy FRA offers a Career Education course/(electives) class where students are able to access the California Career Resource Network. They can login in the classroom or in the FRA computer lab under the direction of the Career Education Teacher. Students can access California Career Center, California Career Zone, California Career Planning Guide, and The Real Game California (TRGC). Students receive instruction on writing letters of interests and Resume development. Students showing a high level of commitment may pursue the CareerSafe program through Cal-OSHA, working toward the 10-Hour General Industry or Construction Industry lifetime certification.

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.1%	27.3%	18.2%

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

Last updated: 1/24/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to participate in all aspects of their child's education. Parents attend the orientation meeting with the principal or school counselor to discuss appropriate placement, status of credits, course of study; and expectations for attendance and behavior. Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to the many activities on campus including assemblies, breakfasts, graduations, and visits to the classrooms. Parents are strongly encouraged to contact FRA staff to share concerns, ask questions, or conference with teachers. The FRA's site council reviews documents and provides input for various funding sources. Diligent efforts are ongoing to form additional parent committees. Due to the highly transient nature of our student population, the formation of parent committees is challenging. Efforts are made to obtain parent input during initial and orientation meetings, and by the principal and staff throughout the student tenure. During the orientation parents are encouraged to participate in FRA by identifying times and activities in which they are interested or in which their student are engaged.

State Priority: Pupil Engagement

Last updated: 1/24/2017

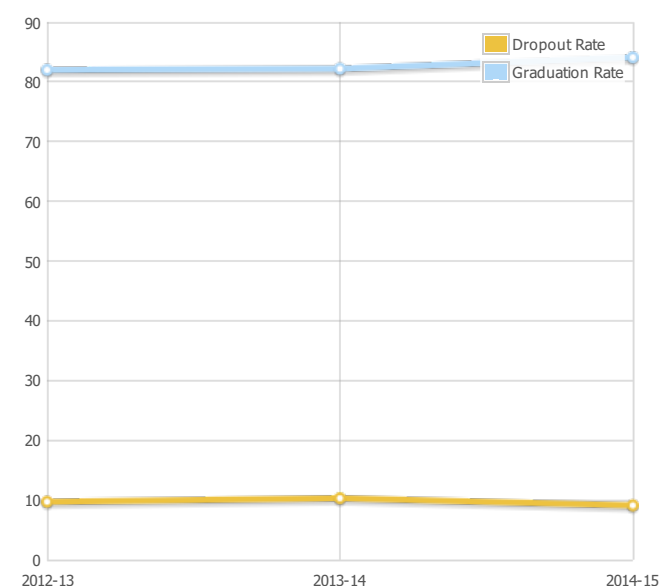
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.7%	10.3%	9.1%	9.7%	10.3%	9.1%	11.4%	11.5%	10.7%
Graduation Rate	82.00	82.20	84.10	82.00	82.20	84.10			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/24/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	54	30	85
Black or African American	0	25	77
American Indian or Alaska Native	0	0	75
Asian	100	33	99
Filipino	0	0	97
Hispanic or Latino	50	28	84
Native Hawaiian or Pacific Islander	0	0	85
White	54	32	87
Two or More Races	50	60	91
Socioeconomically Disadvantaged	60	37	77
English Learners	75	20	51
Students with Disabilities	44	13	68
Foster Youth	--	--	--

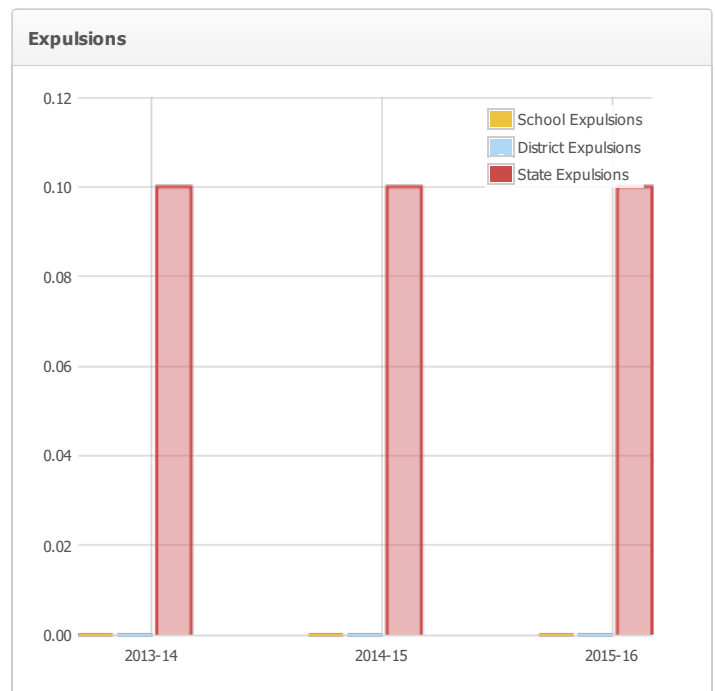
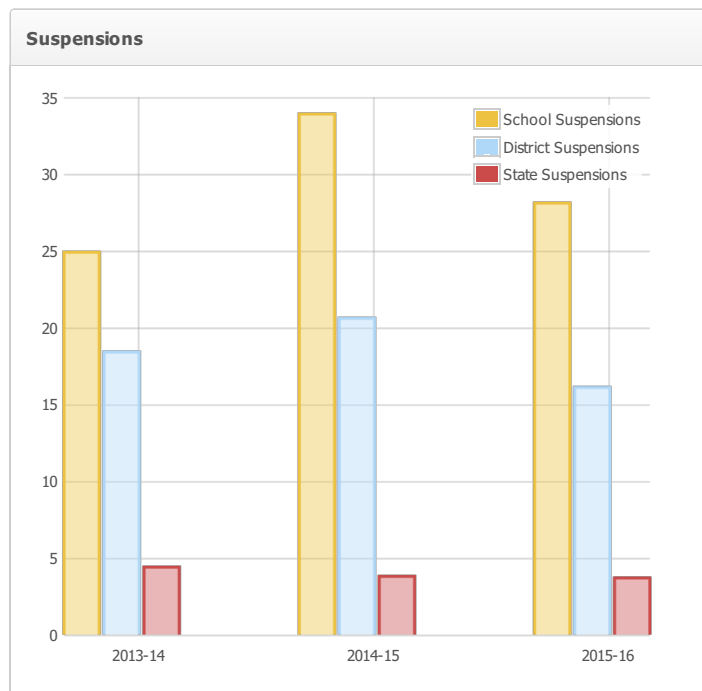
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	24.9	33.9	28.1	18.4	20.6	16.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/24/2017

School Safety Plan (School Year 2016-17)

The purpose of the Safety Plan, including an Emergency Response Plan, is to provide a uniform basis of operation and conduct for all personnel associated with Sutter County Superintendent of Schools Office, including Feather River Academy, before, during, and after an emergency.

The plan is updated on an annual basis and is available at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, CA 95993. The Safety Plan is reviewed and updated by the School Site Council in conjunction with school staff.

Last updated: 1/24/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.0	7	0	0	10.0	6	0	0	2.0	10	0	0
Mathematics	5.0	11	0	0	4.0	14	0	0	1.0	14	0	0
Science	9.0	6	0	0	15.0	4	0	0	2.1	6	0	0
Social Science	11.0	6	0	0	13.0	7	0	0	3.0	5	0	0

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

Last updated: 1/24/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	50.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells 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.

Last updated: 1/24/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$16350.0	\$1224.4	\$15125.6	--
District	N/A	N/A	\$15125.6	--
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	64.0%	4.0%

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

Last updated: 1/28/2017

Types of Services Funded (Fiscal Year 2015-16)

FRA provides services to support the unique learning needs of expelled, truant and disenfranchised youth. Such services as mental health counseling, rewards incentives for attendance and behavior, discounted transportation, and probation are funded for FRA using both LCFF and general fund dollars. Additional funds are obtained through grants and community partnerships as well as school fundraising efforts.

Last updated: 1/24/2017

Professional Development

Staff members build effective elements of instruction through participation in conferences and site based workshops throughout the year. For the past three years, Sutter County Superintendent of Schools Office has offered three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

FRA staff meet every Wednesday to collaborate, build understanding and effectiveness in the areas of WASC Accreditation, Common Core Implementation, Student Learning and Achievement, new curriculum development and use i.e., Renaissance Learning, (ALEKS) an online math program, Career Technical Education, Social Emotional Learning and Cyber High offerings.

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