Feather River Academy
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	1895 Lassen Blvd. Yuba City, CA , 95993-8987	**Principal:**	Chris Reyna, Principal
Phone:	(530) 822-2400	**Grade Span:**	7-12

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 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.

About This School

Chris Reyna, Principal

◆ Principal, Feather River Academy

About Our School ────────────────

Dear Parents, Guardians, and Community Members,

We at Feather River Academy (FRA) welcome your interest in our School Accountability Report Card (SARC). This report card provides parents, guardians, and the community with valuable information regarding Sutter County Superintendent of Schools' Western Schools and Colleges accredited, public community school, FRA in Yuba City, CA. Our school provides educational programming and services for students in grades 7-12 who are 1) expelled from their district of residence, 2) referred by their district of residence due to behavior or truancy, or 3) are probation referred. This report will provide you with information regarding a variety of topics including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. Our school is committed to continuous quality improvement, and we continue to refine and expand programs to address student achievement. FRA is founded on methodologies, programs, and settings to build and strengthen relationships and trust with high expectations. We have a highly trained staff who reach beyond normal expectations and experience to develop relationships with students who are challenging to engage or reach. Many of our students have only felt fear and a lack of trust toward adults and systems. The dedication and commitment of the FRA staff to students and families are evident in not only what they do but in who they are as a team and as individuals. FRA has a family-like atmosphere, and we place the needs of our students as our highest priority. We have made considerable progress, and yet, recognize there is always still much work to do to prepare our students for life post-graduation. We hope you find the report card an informative and useful tool to become more familiar with Feather River Academy. We welcome parent input as we continue to improve each student's

educational experience and individual student achievement. Our goal is to create positive school environments for our students, families, and our educational staff.

Sincerely,

Chris Reyna, Principal

Contact

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

Phone: (530) 822-2400
Email: chrisr@sutter.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name   Sutter County Office of Education

Phone Number   (530) 822-2900

Superintendent   Reusser, Tom

Email Address   tomr@sutter.k12.ca.us

Website   www.sutter.k12.ca.us

School Contact Information (School Year 2023–24)

School Name   Feather River Academy

Street   1895 Lassen Blvd.

City, State, Zip   Yuba City, CA , 95993-8987

Phone Number   (530) 822-2400

Principal   Chris Reyna, Principal

Email Address   chrisr@sutter.k12.ca.us

Website   www.sutter.k12.ca.us

**County-District-School
(CDS) Code**   51105120114207

Last updated: 12/20/23

School Description and Mission Statement (School Year 2023–24)

Feather River Academy (FRA), established in 2005, serves as one of two county community schools in Sutter County. FRA is a part of the Sutter County Superintendent of Schools County Office of Education. FRA is a program designed to meet the needs of students who may struggle in the normal comprehensive high school and middle school setting. FRA accepts referrals for Sutter, Yuba, and Colusa county students who are referred because of expulsion, probation involvement, or school of choice. FRA provides a unique individualized educational setting to assist students in reaching their academic and personal goals. FRA promotes respect for cultural diversity and inspires integrity and respect for self and others. Classroom practices foster intellectual and social development and engage students in problem-solving, higher-order thinking skills, and learning

activities that make the subject matter relevant to daily life. Furthermore, through the daily incorporation of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and our Professional Learning Communities (PLC) practices, which reinforce our school-wide academic expectations, we strive to equip students with the skills and knowledge that empower them to be ethical, literate, responsible and contributing members of their community.

Mission

In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Feather River Academy ensures that all families and students are welcomed and encouraged to be connected to the school. By promoting and modeling healthy relationships with peers and families, FRA provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

Vision

- Develop relationships among students, families, staff, and peers that emphasize respectful and responsible behavior in all endeavors

- Provide a focused alternative academic program that is driven by individual student goals

- Teach healthy coping skills and emotional competence to help students become healthy, functional adults

- Prepare our students for a successful personal and professional future through skill-building and work-readiness programs

- Promote an inclusive school environment where students will be provided physical, cultural, social, and emotional safety

- The administration and staff have high expectations for our students and strive to give them the opportunity to either return to the comprehensive high school or graduate from FRA. We strive to provide caring, support, and encouragement.

Last updated: 12/26/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	11
Grade 10	16
Grade 11	6
Grade 12	10
Total Enrollment	43
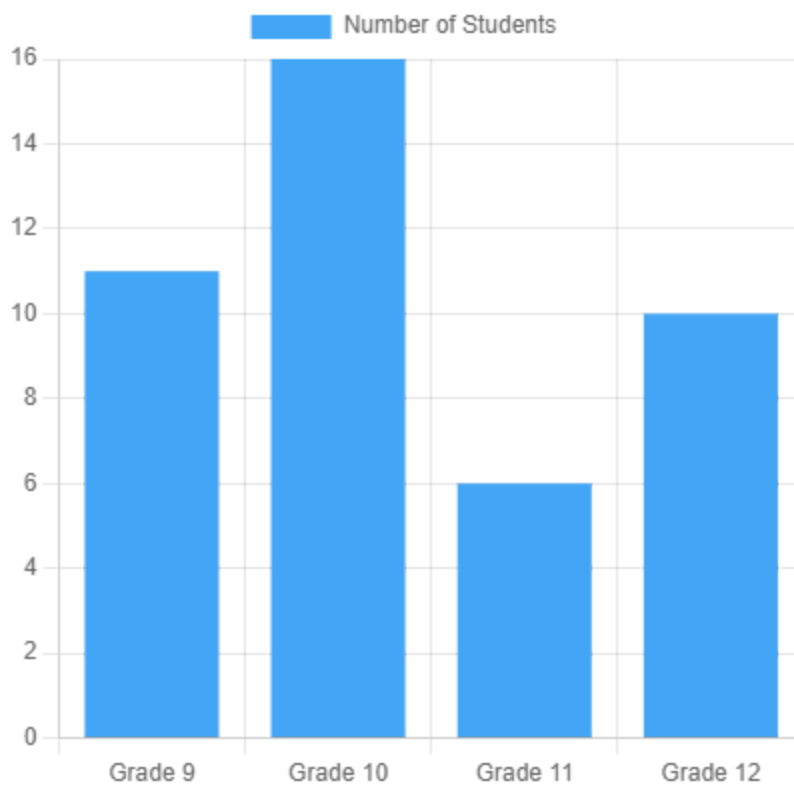
Last updated: 12/20/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	27.90%
Male	67.40%
Non-Binary	4.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.60%
Foster Youth	0.00%
Homeless	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	2.30%
Black or African American	7.00%
Filipino	0.00%
Hispanic or Latino	46.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	39.50%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disadvantaged	81.40%
Students with Disabilities	34.90%

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 Preparation and Placement (School Year 2020–21)

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)	1.90	44.94%	23.10	45.82%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.90	1.96%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	7.00	13.83%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	54.82%	4.90	9.72%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	14.40	28.63%	18854.30	6.86%
Total Teaching Positions	4.20	100.00%	50.60	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.

Last updated: 12/20/23

Teacher Preparation and Placement (School Year 2021–22)

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)	3.80	63.61%	28.80	55.95%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	5.81%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.60	1.20%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	21.80%	1.90	3.84%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	14.26%	17.10	33.16%	15831.90	5.67%
Total Teaching Positions	6.10	100.00%	51.60	100.00%	279044.80	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.

Last updated: 12/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
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

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.30	1.30
Total Out-of-Field Teachers	2.30	1.30

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA: Grades 9-12 use Edgenuity Courseware and Reading w/ Relevance	Yes	0
Mathematics	Math: Grades 9-12 use Edgenuity Courseware	Yes	0
Science	Science: Grades 9-12 use Edgenuity Courseware	Yes	0
History-Social Science	History/Social Science: Grades 9-12 use Edgenuity Courseware	Yes	0
Foreign Language	Foreign Language: Grades 9-12 use Edgenuity Courseware	Yes	0
Health	Health: Grades 9-12 use Edgenuity Courseware	Yes	0
Visual and Performing Arts	Visual and Performing Arts: Grades 9-12 use Edgenuity Courseware	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 12/20/23

School Facility Conditions and Planned Improvements

Feather River Academy has achieved an overall ranking of 98% (Good) on the Facility Inspection Tool (FIT) assessment. The indication is the school is properly maintained and in good repair with a number of non-critical deficiencies, which are isolated, resulting from minor wear and tear, and are in the process of being mitigated.

Last updated: 12/20/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2023

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: August 2023

Overall Rating	Good

Last updated: 12/21/23

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

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

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)	6%	--	17%	21%	47%	46%
Mathematics (grades 3-8 and 11)	6%	--	11%	11%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

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

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)	0.00%	0.00%	0.00%	0.00%	29.47%	30.29%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	12	85.71%	14.29%	0.00%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	12	85.71%	14.29%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Students who enroll at Feather River Academy must undergo an orientation process where they are assessed in multiple ways, and an Individual Learning Plan (ILP) is developed for each student. Part of this intake process is to gather information on what career paths students are interested in pursuing. Using the combination of data from the assessments and the student's interests, the counselor works with the students and their families to identify strengths and areas for growth. Students are then guided toward the appropriate CTE courses that match their interests and goals.

Students at FRA have access to CTE courses through two avenues of study. One avenue is online through our adopted curriculum program: Edgenuity. Edgenuity provides a catalog of highly relevant CTE courses that empower students to explore their interests by engaging with 16 Career Clusters, 11 Career Pathways, and 17 Certification Pathways, including multi-year support for high-demand, high-interest careers and job certification readiness.

Students at FRA also have access to CTE courses available through the Sutter County Superintendent of Schools CTE program that serves the tri-county area of Sutter, Yuba, and Colusa counties. Students can participate in pathways that are relevant, high-demand, and high-interest careers. Sutter County CTE offers 15 Career Pathways where students can engage in high-quality courses that empower them and allow them to succeed after high school. Tri-County CTE provides on-site and community courses for students to pursue their career interests.

CTE courses in Edgenuity online and our county CTE program are standards-based, adopted, and taught by certified instructors.

Last updated: 1/8/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/8/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

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	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
9	21%	21%	5%	21%	18%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/20/23

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

Opportunities for Parental Involvement (School Year 2023–24)

Parents are encouraged to participate in all aspects of their child's education. Parents attend the orientation meeting with the principal, school counselor, and probation officer to discuss appropriate

placement, the status of credits, the course of study, and expectations for attendance and behavior. The Principal and the teaching staff communicate with parents via phone calls, parent square, email, and in person with parents to report on student progress. Parents are invited to activities on campus, including assemblies, breakfasts, graduations, and classroom visits. Furthermore, 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 on items such as programs, needs assessments, and funding. Diligent efforts are ongoing to form additional parent committees as needed. Due to our transient student population, forming parent committees is challenging. Efforts are being made to obtain parent input during initial and orientation meetings and by the principal and staff throughout students' 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 children show interest.

State Priority: Pupil Engagement

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

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

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

Indicator	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
Dropout Rate	31.00%	72.70%	58.3%	22.20%	29.70%	37.0%	9.4%	7.8%	8.2%
Graduation Rate	37.90%	0.00%	8.3%	28.90%	29.70%	26.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
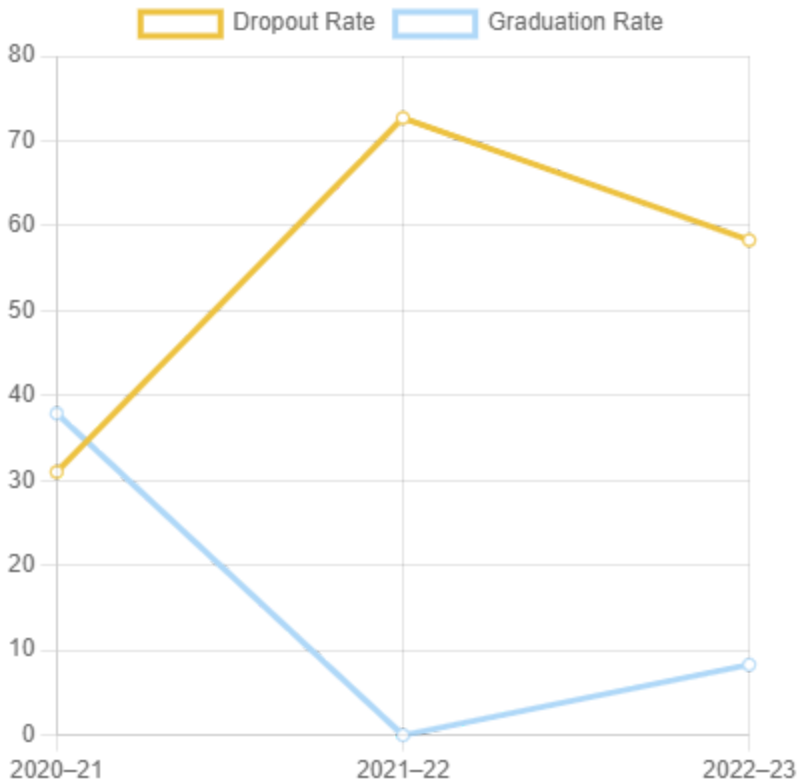
Last updated: 1/8/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	1	8.3%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	12	1	8.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	72	65	52	80.0%
Female	25	22	19	86.4%
Male	45	41	31	75.6%
Non-Binary	2	2	2	100.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	1	0	0.0%
Black or African American	5	5	4	80.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	32	31	25	80.6%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	30	25	21	84.0%
English Learners	6	6	3	50.0%
Foster Youth	1	1	1	100.0%
Homeless	11	11	9	81.8%
Socioeconomically Disadvantaged	63	58	46	79.3%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	23	22	18	81.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

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

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	3.13%	38.89%	37.50%	1.09%	8.91%	8.70%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.17%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/8/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	37.50%	0.00%
Female	36.00%	0.00%
Male	40.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	31.25%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	40.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	45.45%	0.00%
Socioeconomically Disadvantaged	34.92%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	43.48%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/8/24

School Safety Plan (School Year 2023–24)

The FRA Safety Plan was reviewed in February 2023 by a school site team comprised of staff and administration. The Safe School Plan was presented to the Sutter County Superintendent of Schools Safety Committee for input and approval.

This Plan aims to provide a framework for school staff to organize the school and community resources to respond to and manage emergencies while school is in session. The main objectives of this Plan are to:

1. Protect the life, safety, and property of students and staff.

2. Provide Feather River Academy mission-specific guidance to personnel regarding emergency preparedness, response, and recovery operations

3. Articulate a Feather River Academy mission statement with regard to emergency preparedness, response, and recovery operations.

4. Identify the location and layout of the primary and alternate emergency operations centers (EOC) for Feather River Academy. Additionally, provide locations for pre-plan command post locations.

5. Identify the location of critical facilities.

6. Provide for timely business recovery and restoration of services following a disaster or emergency.

7. Facilitate the resumption of normal outdoor school activities in a timely manner.

The emergency management teams and procedures outlined in this Plan are consistent with both the STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) developed by the State of California and the NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) developed by the U.S. Department of Homeland Security. This Plan presents specific standardized procedures to prepare for and respond to school emergencies.

Last updated: 12/20/23

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	15		
Mathematics	3.00	14		
Science	3.00	12		
Social Science	3.00	22		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	13		
Mathematics	3.00	9		
Science	2.00	12		
Social Science	2.00	13		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	11	0	0
Mathematics	4.00	10	0	0
Science	5.00	8	0	0
Social Science	2.00	20	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: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	53.75

* 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: 1/8/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.05

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

The "district" field do not apply to a COE running regional programs.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$52358.00	$26315.00	$26043.00	$81618.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/20/23

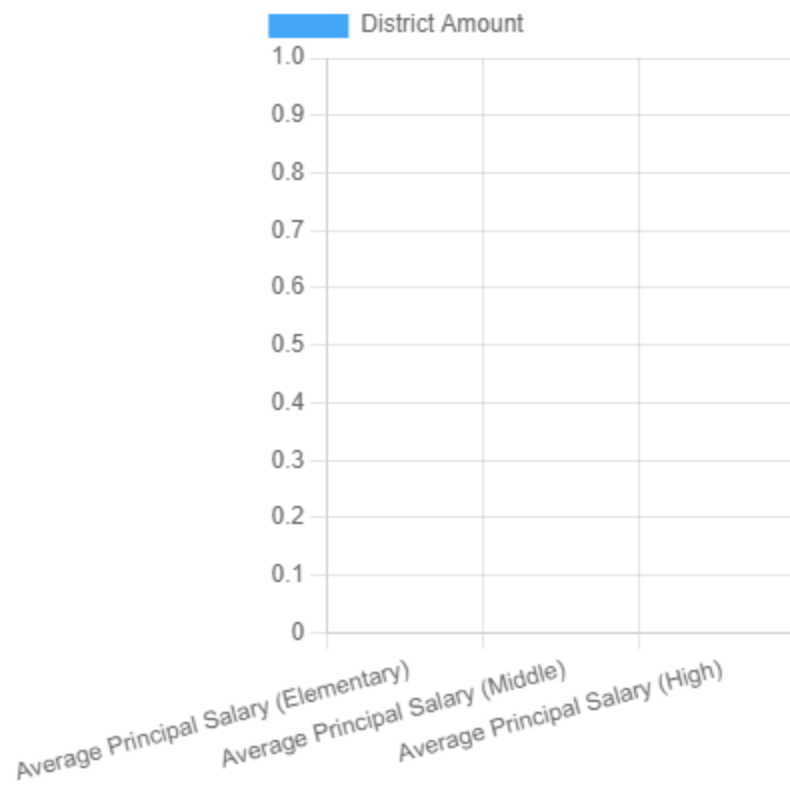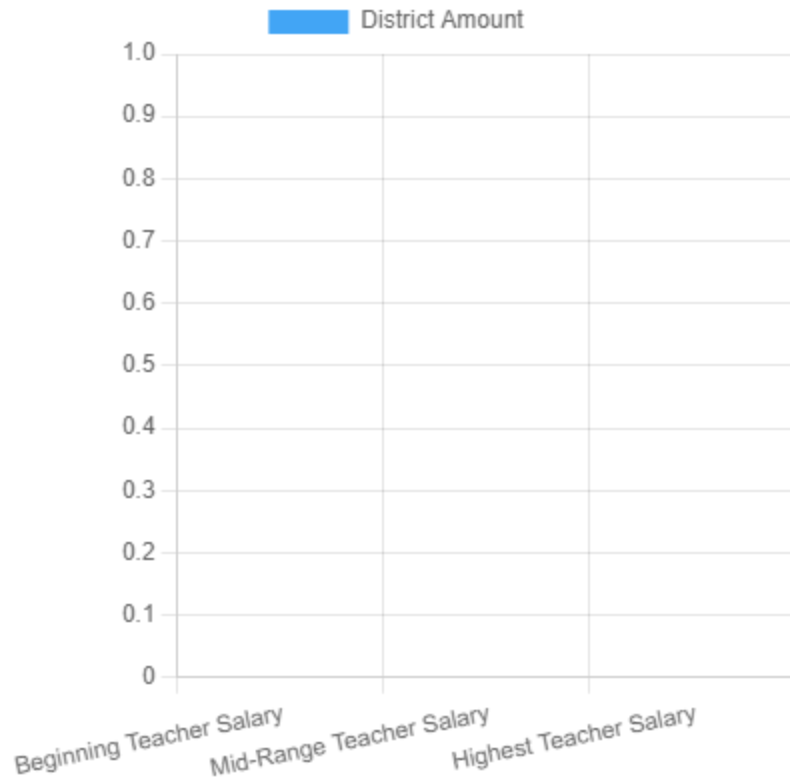**Types of Services Funded (Fiscal Year 2022–23)**

null

Last updated:

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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

District Amount

1.0

0.9

0.8

0.7

0.6

0.5

0.4

0.3

0.2

0.1

0

Beginning Teacher Salary   Mid-Range Teacher Salary   Highest Teacher Salary

District Amount

1.0

0.9

0.8

0.7

0.6

0.5

0.4

0.3

0.2

0.1

0

Average Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)

Last updated: 12/19/23

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/8/24

Professional Development

For the 2021-2022 FRA, Staff are participating in Professional Learning Communities and Positive Behavior Intervention and Supports Professional Development days. Starting in the 2022-2023 school year, FRA staff will join in Restorative Practices and Best Teaching Strategies professional development.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	17	22	26

Last updated: 12/21/23