



[SARC Home](#) » Feather River Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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, 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

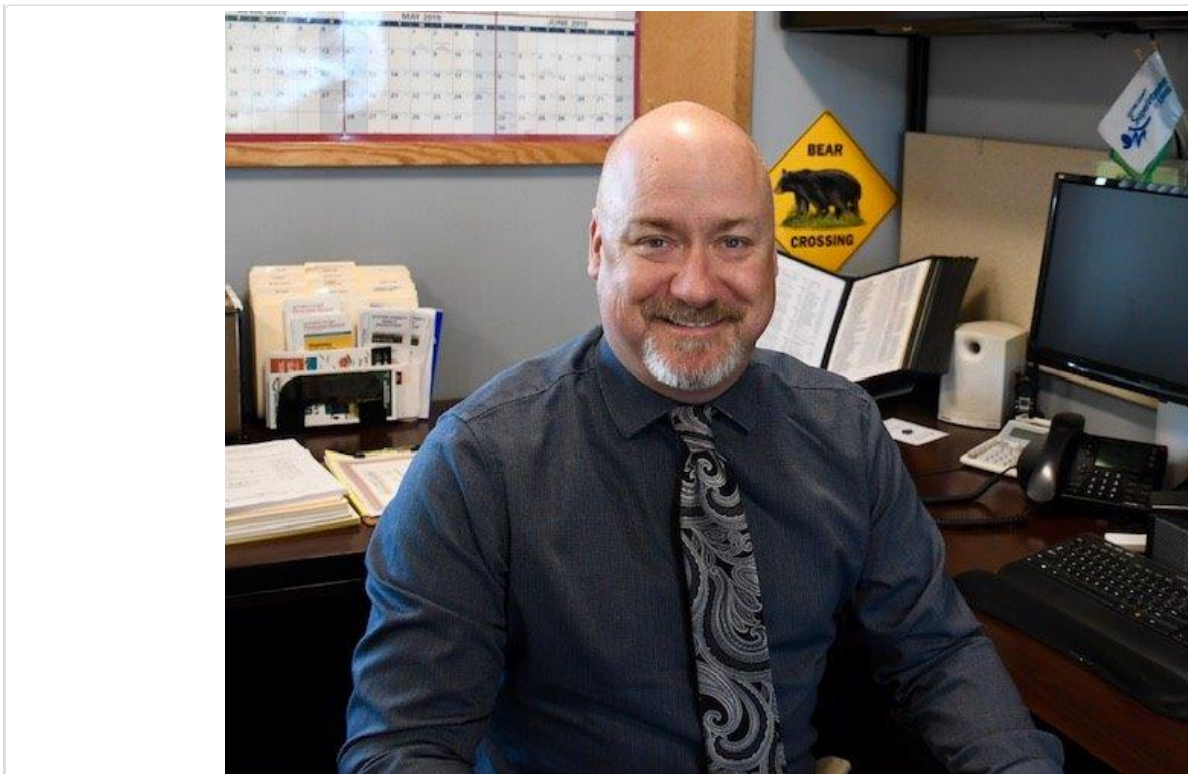
DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (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.

John Kovach, Principal

- Principal, Feather River Academy



About Our School

Welcome to Feather River Academy

FRA was established in 2005 and serves as a county community school under the Sutter County Superintendent of Schools. It provides an alternative education program for expelled, Probation and SARB referred students in grades 7 through 12. The School is located adjacent to the county office of education, in Yuba City in the heart of Sutter County. FRA's campus is comprised of a modern building structure consisting of: 11 classrooms, administrative offices, restroom facilities and large cafeteria/presentation building. It is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking.

Our enrollment varies throughout the school year but averages approximately 50 students. Our dedicated group of (4) highly qualified regular education credentialed teachers, counselors, attendance clerk, probation officer, receptionist and a fulltime secretary; meets the needs of FRA's diversified student population. We are proud of our diversity as well as the students we serve. Our belief in our students set the tone for building the culture of our school. It is our mission to create a program in which staff, students, parents, and the community work collaboratively to foster and encourage student learning. FRA's curricular emphasis is based on state standards while focused on the various learning styles and achievement levels of our students. Student goals are focused on relationships and developing the whole child in becoming:

- Respectful citizens
- Effective communicators
- Academic achievers
- Career planners
- Healthy individuals

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 the caring, support and encouragement; but that choice is always theirs.

Principal's Comment

Dear Students, Parents and Friends,

As principal, it is my privilege to be a part of the students, staff, families and community of Feather River Academy. Feather River Academy is an alternative education school that services grade seven through twelve within Sutter, Yuba and Colusa counties. Feather River Academy offers smaller class sizes, standards based curriculum, direct teaching, computer based options, and counseling for students. Our staff is conscientious, caring and supportive of all student's individual needs and circumstances.

We look forward to the upcoming school year. If we can be of any assistance to your student, please don't hesitate to give us a call, come see us, or send us an e-mail.

Respectfully,
John Kovach, Principal
Feather River Academy

Contact

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

Phone: 530-822-2400

Email: johnk@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Feather River Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, Ca, 95993-8987
Phone Number	530-822-2400
Principal	John Kovach, Principal
Email Address	johnk@sutter.k12.ca.us
Website	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105120114207

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

Feather River Academy is one of two community day schools in Sutter County. FRA is a part of the Sutter County Superintendent of Schools county office of education. FRA is a program that is designed to meet the needs of students who may not find success in the normal comprehensive high school and middle school setting. FRA accepts referrals for Sutter, Yuba and Colusa county students whom are referred through expulsion, probation, or district referral. FRA is designed to provide 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 of self and others. Classroom practices foster intellectual and social development; 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 our school wide academic and behavioral 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.

Our Mission is:

• 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.

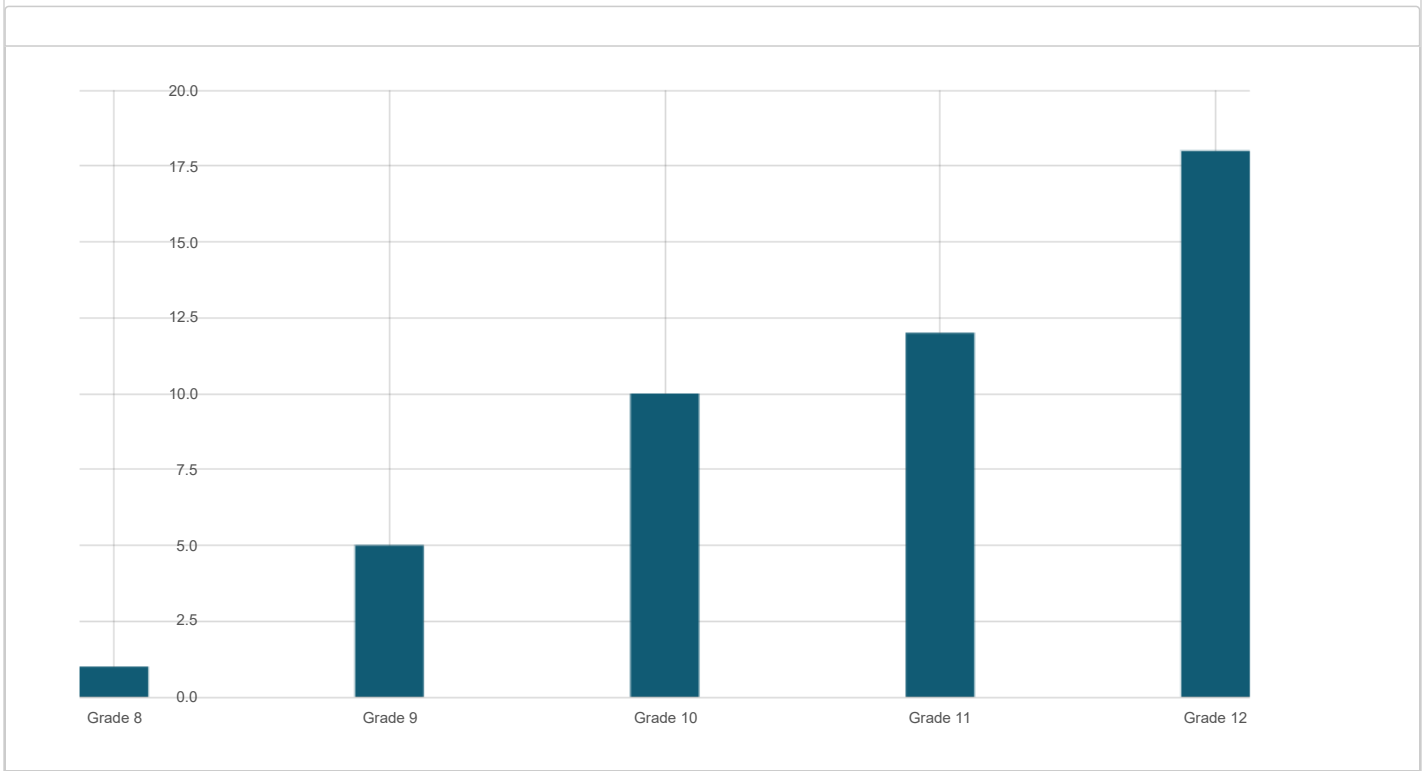
Our Vision Is To:

- Develop relationships among students, families, staff and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a focused alternative academic program which 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.

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	1	5	10	12	18	46



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	4.30 %	%	6.50 %	%	50.00 %	%

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	89.10 %	4.30 %	28.30 %	%	4.30 %

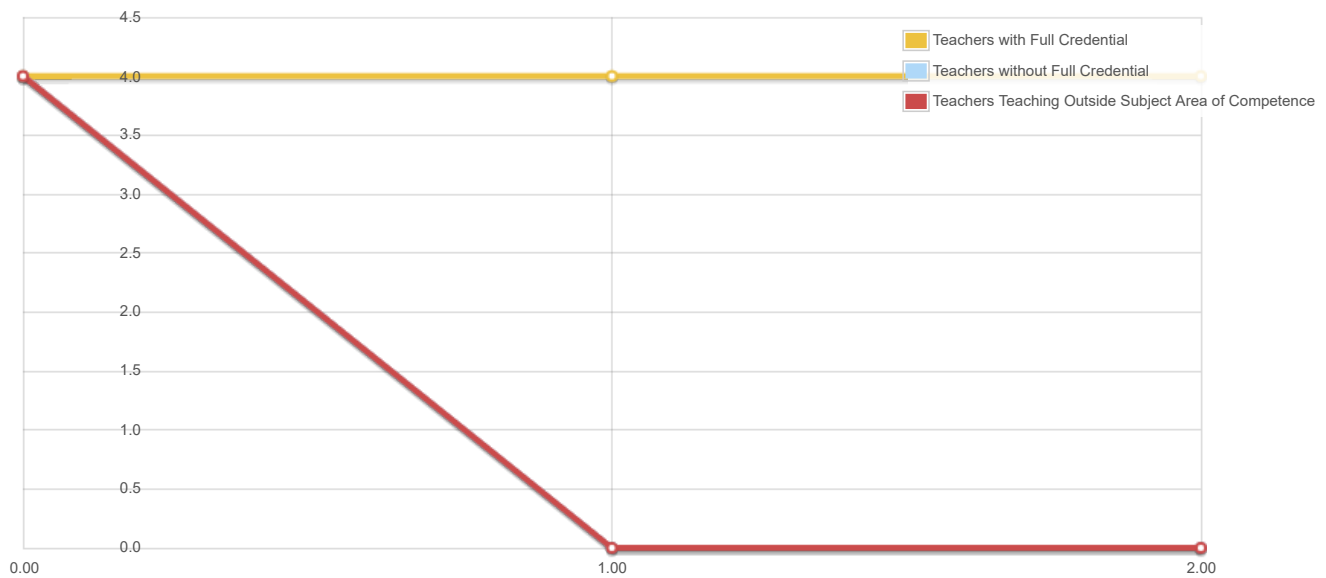
State Priority: Basic

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

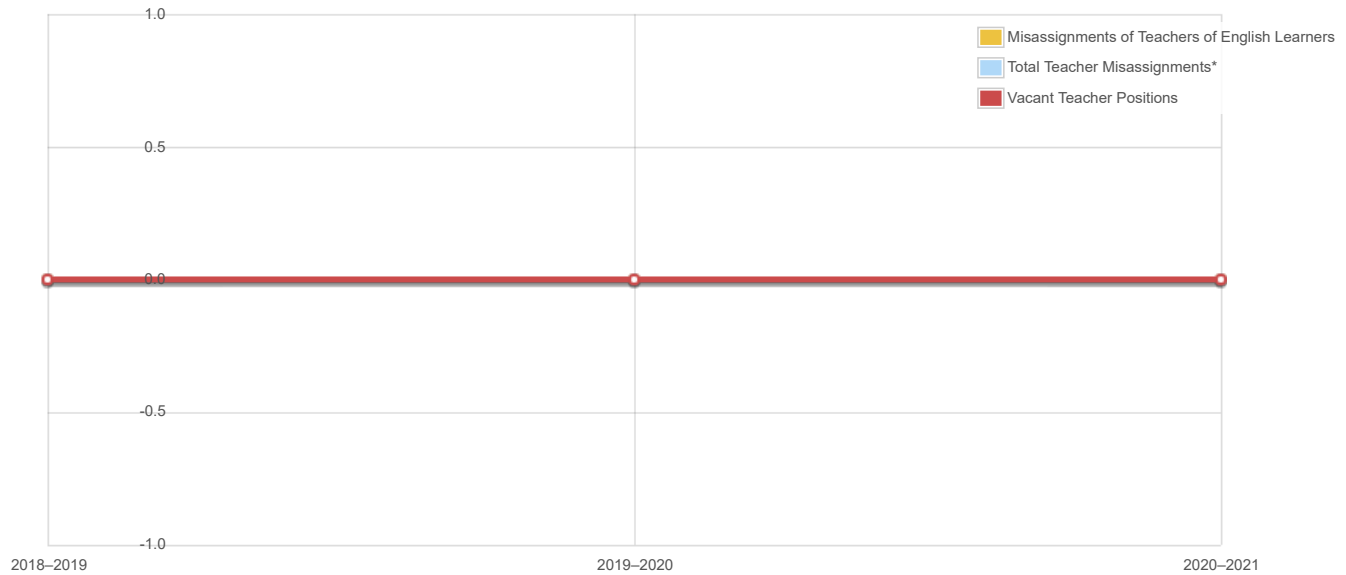
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	4	4	4	35
Without Full Credential	4	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	0	0	0



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Mathematics	Mathematics: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Science	Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
History-Social Science	History Social Science: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Foreign Language	Foreign Language: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Health	Health: Grade 6-12 uses Edgenuity Courseware	Yes	0.00 %
Visual and Performing Arts	Visual and Performing Arts: Grade 6-12 uses Edgenuity Courseware	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: 1/8/2021

School Facility Conditions and Planned Improvements

The school achieved an overall ranking of 90% on the FIT assessment. This indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boyd Hall and Administration- Floor showing wear. Floor repair/replacement is under way. Currently in the design phase.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Boyd Hall- Outside fountains dirty CR8- Faucet "hammering" while running Work orders were created upon completion of inspections. Issues have been resolved.
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 2020

Overall Rating	Good
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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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students**Grades Three through Eight and Grade Eleven****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	9%	N/A	12%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	5%	N/A	5%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the

2019–2020 school year.

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.

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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	6	N/A	7	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/7/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

When students enroll at Feather River Academy, part of the intake process is to provide a thorough process where data is gathered through multiple means and assessments to gather as much information as possible when creating an Individual Learning Plan (ILP) for each student. Part of this intake includes a career inventory that helps guide students toward a career path that they are highly interested in pursuing. By combining data gathered through academic assessments, personal surveys, and career inventories, staff works with students and their families to identify strengths and areas for growth. FRA staff, counselors and Administration work with students to set goals and to identify any barriers that may hinder student progress. After identifying these barriers, staff identify resources such as transportation, child care, career guidance, and mentors as well as many other resources to promote success. Students will then be guided towards 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 ROP/CTE courses available through the Sutter County Superintendent of Schools ROP program that serves the tri-county area of Sutter, Yuba, and Colusa counties. Students are able to participate in pathways that are relevant, high-demand, high-interest careers. Sutter County ROP offers 15 Career Pathways where students are able to engage in high quality courses that empower students and provide opportunity for success after high school. Tri-County ROP provides courses both on site and in the community for students to pursue their career interests. Transportation is provided for students to get to their ROP courses as needed.

ROP/CTE courses in both Edgenuity online and our county ROP program are all standards based, state adopted, and taught by certified instructors.

The CTE advisory committee is made up of many individuals to help provide relevant opportunity for students at FRA.

The committee is made up of the following personnel:

Sutter County ROP Staff: Assistant Superintendent, Eric Pomeroy, Doug Criddle, and Andy Haas

Feather River Academy Principal, John Kovach

Sutter County Superintendent of School Staff: Superintendent Tom Reusser, Assistant Superintendent Brian Gault

Community members, industry representatives and mentors from the tri-county area.

Last updated: 1/11/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/7/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/7/2021

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 school site

Opportunities for Parental Involvement (School Year 2020–2021)

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. The Principal and staff regularly meet with parents to report on student progress through written and oral communication. Parents are invited to 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 on items such as programs, needs assessments and funding. Diligent efforts are ongoing to form additional parent committees as needed. 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 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.

If parents would like to participate in school activities, please contact John Kovach at 530-822-2400.

Last updated: 1/11/2021

State Priority: Pupil Engagement

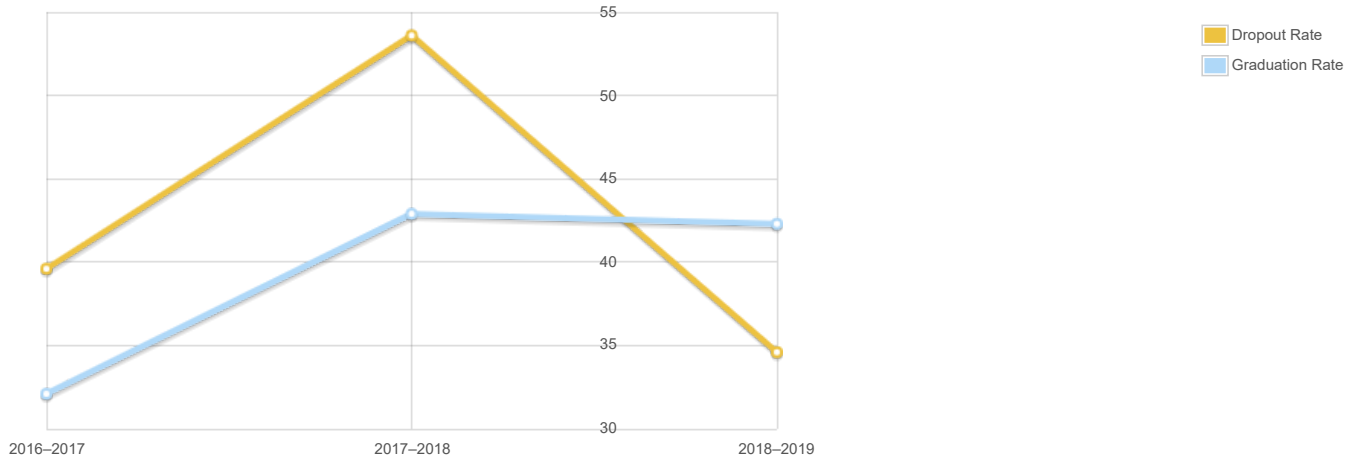
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	39.60%	53.60%	34.60%	35.10%	31.30%	19.60%	9.10%	9.60%	9.00%
Graduation Rate	32.10%	42.90%	42.30%	24.30%	29.20%	32.60%	82.70%	83.00%	84.50%

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



Last updated: 1/7/2021

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017-2018	14.80%	0.00%
School 2018-2019	15.60%	0.00%
District 2017-2018	16.40%	0.00%
District 2018-2019	3.50%	0.10%

State 2017-2018

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019-2020	19.70%	0.00%
District 2019-2020	--	--

State 2019-2020

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Last updated: 1/7/2021

School Safety Plan (School Year 2020–2021)

The FRA Safety Plan was reviewed and revised in 2020 by a Safety Committee comprised of parents, staff, and administration. The Safe School Plan was presented to the Board of Directors and staff in the spring of 2020.

The purpose of this Plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while the 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 relative to 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 be used in preparing for, and responding to, school emergencies.

Last updated: 1/8/2021

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 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	5.00	8.00		9.00
Number of Classes * 1-22	7	5		6
Number of Classes * 23-32				
Number of Classes * 33+				

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	3.00	4.00		3.00
Number of Classes * 1-22	19	9		16
Number of Classes * 23-32				
Number of Classes * 33+				

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	3.00	3.00	3.00	2.00
Number of Classes * 1-22	19	9	13	24
Number of Classes * 23-32				
Number of Classes * 33+				

* 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: 1/7/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	46.0

*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: 1/11/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	1.00

*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: 1/11/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29172.19	\$4306.43	\$24865.76	\$75160.38
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

Programs and supports provided by FRA to support and assist students fall under two guidelines: academic support and behavior support.

Academic Supports:

Upon enrollment in FRA, each student is assessed for current skill level in reading, writing, and math. Students also work with admin and school counselors as well as intervention specialist to identify and set goals for the student. Academic assessments administered in the Renaissance learning program, Agent and through teacher assessments provide data. Students participate in academic instruction that is delivered by use of state adopted curriculum in our Edgenuity online curriculum. In addition to English Language Arts and Math, students also receive instruction in social studies, science, social skills, electives courses, CTE courses and intervention programs. In addition to teacher providing a small classroom setting which increases academic support, FRA hired two instructional aides to support all students in academics, planning and goal setting. These instructional aides are integral in providing targeted interventions to all students.

To support the academic program, a variety of technology is utilized in the FRA classroom instructional program, including chromebooks, Internet access, Interactive "SMART" boards, and audio/video outputs. FRA students participate in the same district and state mandated assessments required for all students in Sutter County. Staff participates in professional development to support students in their academics. They participate in professional development for Edgenuity, PLC training, Aeries, GoGuardian, Google classroom and offerings from the Sutter County Superintendent of Schools CIA department.

FRA has also dedicated funding for a full time student attendance and outreach coordinator to increase attendance and improve engagement.

Behavioral Supports:

Students' academic instruction is but a part of their daily learning. Social skills are highlighted throughout the day in whole group, small group, and individual settings. Students' behavioral progress is assessed daily through our PBIS program which is implemented by all staff. For any student who does not progress in meeting expectations through regular classroom support, an individual Behavior Support Plan may be developed and implemented. SSO has hired and designated a full time counseling position and intervention specialist to focus on various social emotional supports, substance abuse intervention programs, counseling and family supports. Staff participates in professional development for PBIS as well as social emotional support programs to provide the best assistance for students and their families.

To promote school safety, the Student Support and Outreach office employs a full-time probation officer from the county juvenile probation program to support students at FRA and across the county.

Last updated: 1/11/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

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

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

Teacher Salary Chart



Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/11/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

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: 1/11/2021

Professional Development

For the 2020-2021 FRA Staff is participating in PLC and PBIS professional Development days. These began in the summer of 2020 and will continue to the end of spring, 2021.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	15

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