

Feather River Academy

School Accountability Report Card Reported Using Data from the 2018—19 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/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 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).

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

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
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 2019—20)	
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: 12/23/2019

School Description and Mission Statement (School Year 2019—20)

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 an option for FRA 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 for at risk youth and is consistent with the county office's course of study and 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. 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. The enrollment at FRA fluctuates during the school year between 50--100 students. Data collected is not always truly reflective due to the small sample size of participants, especially in subgroups. The enrollment at FRA was declining in the 18-19 which resulted in a reduction in staffing. To support growth and to provide the best model for serving the youth in Sutter County, several meetings were held with a variety of stakeholders to develop a more supportive model to serve expelled youth. FRA staff and administration will continue to work to expand and improve the program for our youth.

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 Respect ful FRA students

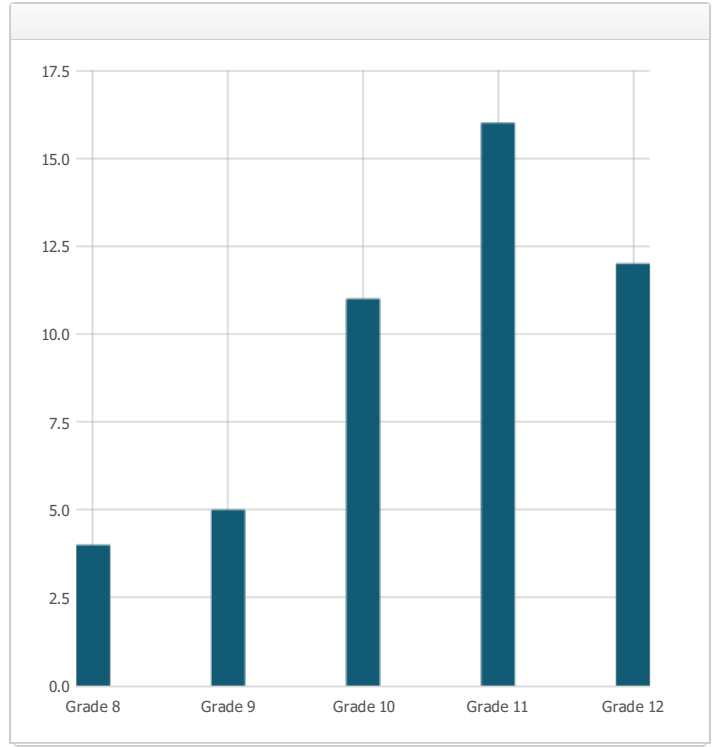
We are Safe FRA students

We are Kind FRA students

Last updated: 1/22/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 8	4
Grade 9	5
Grade 10	11
Grade 11	16
Grade 12	12
Total Enrollment	48



Last updated: 12/23/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.20 %
American Indian or Alaska Native	%
Asian	8.30 %
Filipino	%
Hispanic or Latino	43.80 %
Native Hawaiian or Pacific Islander	%
White	37.50 %
Two or More Races	2.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.80 %
English Learners	2.10 %
Students with Disabilities	25.00 %
Foster Youth	2.10 %
Homeless	2.10 %

A. Conditions of Learning

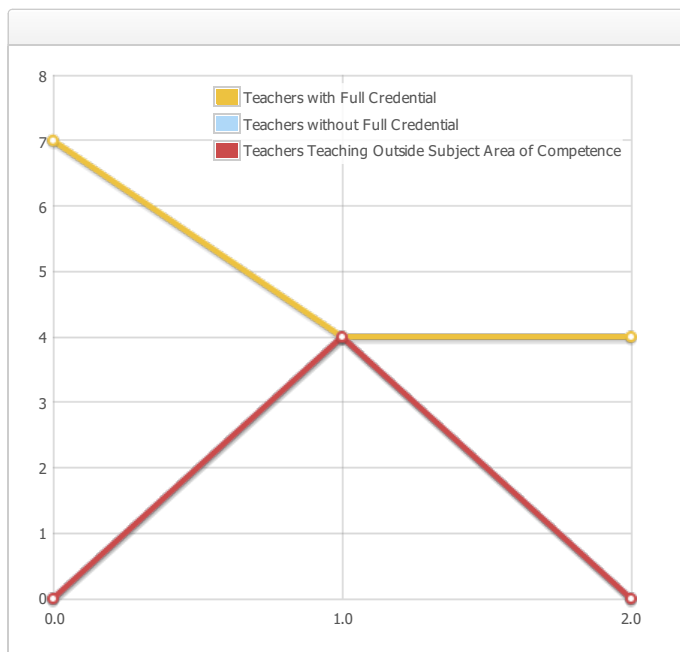
State Priority: Basic

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

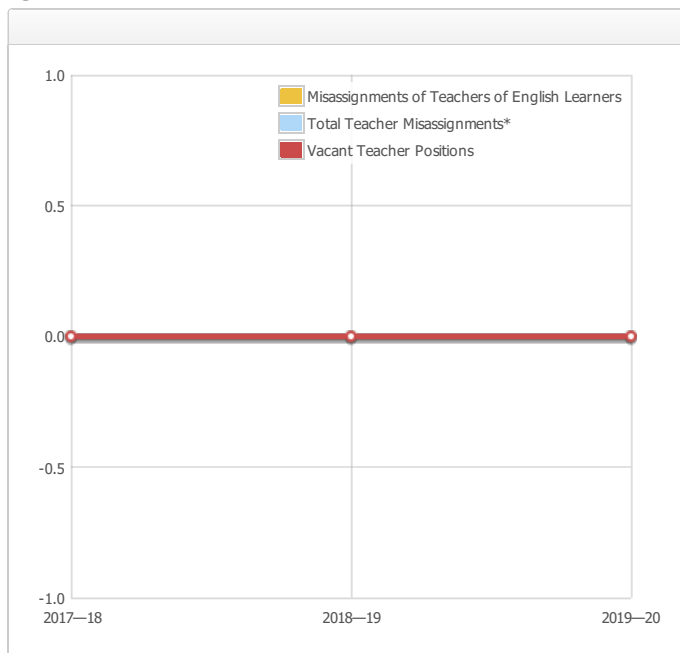
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	7	4	4	4
Without Full Credential	0	4	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	4	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 12/23/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9 uses Holt, Rinehart and Winston, for Literature and Language Arts, Third Course. Grades 9-12 uses Holt, Rinehart and Winston, 2003, Literature and Language Arts, Fourth Course. Grades 9-12 uses Holt, Rinehart and Winston, 2003, Literature and Language Arts, Fifth Course.	No	0.00 %
Mathematics	Grades 7-8 uses McDougal-Littell Pre-Algebra. Grades 9-12 McDougal-Little, Algebra1.	No	0.00 %
Science	Grades 7-12 uses Holt, Rinehart and Winston, Holt Science Spectrum Physical Science. Grades 9-12 uses Holt, Rinehart and Winston, Holt Biology California.	No	0.00 %
History-Social Science	Grade 7 uses Teachers' Curriculum Institute, 2005, History Alive!, The Medieval World and Beyond. Grade 8 uses Teachers' Curriculum Institute, 2005, History Alive!, The United States Through Industrialism. Grades 10 uses McDougal Littell, Modern World History. Grade 11 uses McDougal Littell, The Americans. Grade 12 uses Prentice Hall, American Government. Grade 12 uses Holt, Rinehart and Winston, Economics.	No	0.00 %
Foreign Language	N/A		0.00 %
Health	Glencoe Health	No	0.00 %
Visual and Performing Arts	Glencoe- Art in Focus	No	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: 1/7/2020

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: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

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 2019

Overall Rating	Exemplary
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Last updated: 12/23/2019

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. 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	6%	9%	7%	12%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	7%	5%	5%	5%	38.0%	39.0%

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.

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: 12/23/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	23	82.14%		8.70%
Male	18	15	83.33%		0.00%
Female	10	8	80%		25%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	19	15	78.95%		0.00%
Native Hawaiian or Pacific Islander					
White	4	4	100%		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	28	23	82.14%		8.70%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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: 1/14/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	22	78.57%		4.55%
Male	18	14	77.78%		0.00%
Female	10	8	80%		12.5%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	19	15	78.95%		0.00%
Native Hawaiian or Pacific Islander					
White	4	4	100%		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	28	22	78.57%		4.55%
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: 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: 1/14/2020

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/23/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
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	0.00%

Last updated: 1/15/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

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 students show interest.

State Priority: Pupil Engagement

Last updated: 1/14/2020

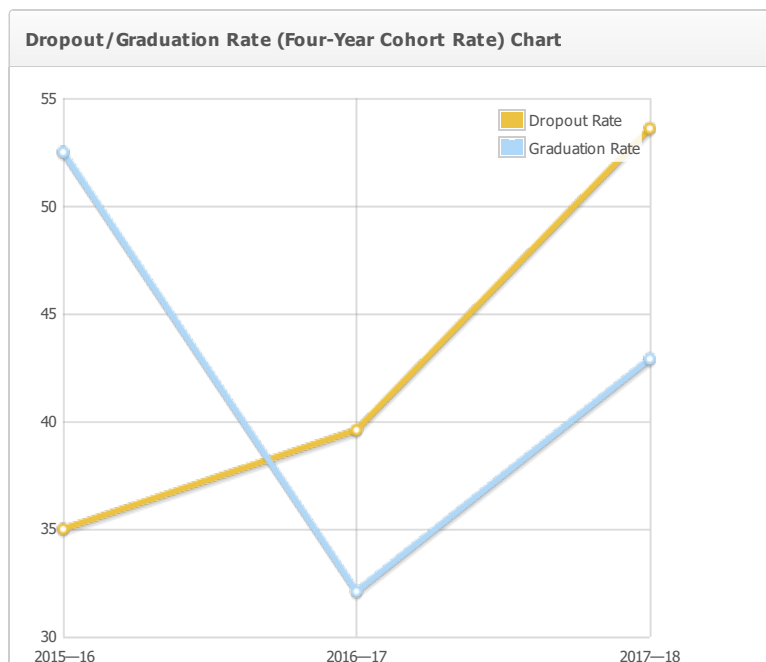
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	35.00%	26.80%	9.70%
Graduation Rate	52.50%	41.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	39.60%	53.60%	35.10%	31.30%	9.10%	9.60%
Graduation Rate	32.10%	42.90%	24.30%	29.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/23/2019

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	18.10%	14.80%	31.70%	16.00%	15.60%	16.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

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 Feather River Academy. The Safety Plan is reviewed and updated by the School Site Council in conjunction with school staff on an annual basis.

Last updated: 12/23/2019

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	11		
Mathematics	5.00	10		
Science				
Social Science	16.00	6		

* 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 2017—18)

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

* 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—19)

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

* 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: 12/23/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.0

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
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	

*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: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$41888.65	\$5183.32	\$36705.33	\$72529.69
District	N/A	N/A	\$41888.65	--
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/22/2020

Types of Services Funded (Fiscal Year 2018—19)

Attendance Outreach staff that provides services to help increase student attendance. Students receive Social Emotional Counseling Support from our school counselor. We also provide PBIS Incentives to help increase student engagement and participation.

Last updated: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	3