

ANNUAL REPORT SCHOOL VISITATION MATRIX



VISITATION REQUIREMENTS

(Including State and Federal Reporting)

SCHOOL:

Feather River Charter School

Review Year:

2024/25

ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION

REVIEWERS: Dawn Carl & Annette Alberti

A. SCHOOL MISSION / OPENING

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. There is evidence that the charter school is providing support and services that are consistent with its stated mission.	☒	☐	☐	Parent Student Handbook (Appendix 1)	
2. Charter school opened in accordance with its calendar in an appropriate facility and serves students in appropriate grades.	☒	☐	☐	175 day calendar (Appendix 2); non seat-based charter schools do not have required instructional minutes	
SUMMARY ANALYSIS: The mission of Feather River Charter School is to provide a flexible personalized learning experience to help students become proficient at the California Common Core State Standards (CCSS) and California Content Standards, including Next Generation Science Standards (NGSS) for their grade level and empowering families to tailor a program designed around the specific needs of each student. In collaboration with well qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success. Their <i>vision</i> is to develop the individual gifts of students to become critical thinkers, responsible citizens, and innovative learners prepared for academic and real life success in the 21 st century.					

B. PARENT AND STAFF INVOLVEMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Process is in place that ensures that parents, teachers, and staff may provide input regarding the effectiveness of the charter school.	☒	☐	☐	2025/26 LCAP Goal 3 focuses on building partnerships between educators and families. (Appendix 3)	
SUMMARY ANALYSIS: Parents: EL Advisory Committee, Parent Advisory Committee (PAC), School Board memberships and meetings, public hearings, contact with admin/leadership team, family liaisons, social media, climate survey, think tanks. Teachers: Monthly All Staff meeting; monthly meeting with peers and direct report through PLC, climate survey, Thought Labs, anonymous email, data-driven discussions at monthly meetings, weekly update. Staff: Monthly all staff, anonymous emails, Weekly Update, Thought Labs					

CHARTER SCHOOL PERFORMANCE CATEGORY: Middle

2024	English Language Arts	Mathematics	College/Career	English Learner Progress	Graduation Rate	Suspension Rate	Chronic Absenteeism
2023	English Language Arts	Mathematics	College/Career - Medium	English Learner Progress	Graduation Rate	Suspension Rate	Chronic Absenteeism

C. EDUCATIONAL PROGRAM

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school is following its curricular and instructional plan as presented in the approved charter petition. The plan has been updated to include the new requirements regarding Local Control Funding Formula (LCFF) and requirements to adopt a local control accountability plan (LCAP). Plan includes: a. Implementing the Common Core State Standards (CCSS) b. Improving student achievement, graduation rates, and school performance c. Providing services for (numerically significant	☒	☐	☐	2024 Dashboard ELA All: 21.3 below, maintained -2.6 SWD: 67.1 below, increased 6.5 EL: 70.4 below, declined 10.7 (Red) SED: 31 below, maintained -0.2 Math All: 56.4 below, maintained -2.9 SWD: 101.9 below, increased 3.9 EL: 74.1 below, declined 12.8 SED: 64.8 below, maintained -0.5 Graduation Rate:	

subgroups) English Learner (EL) students, low income (LI) students, students in foster care, and pupils with disabilities d. Increasing student participation in college preparation, advances placement, and career technical education courses e. Employing qualified teachers, providing sufficient instructional materials, and maintaining facilities f. Providing opportunities for g. parent involvement				All: 96.2%, increased 6.3% SED: 94.9%, increased 4.7% SWD: 83.3%, increased 2.1% 2024 College/Career: 53.8% Prepared Met UC/CSU Requirements 2024: 24.8% At least 1 CTE Pathway 2024: 2.3% FRCS Annual Achievement Report (Appendix 4) 2025 CAASPP scores and the Dashboard have not been released to the public at this time.	
2. Charter school staffing is sufficient to carry out the educational program.	☒	☐	☐		
3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.	☒	☐	☐	There is an extensive SST and 504 process. The MTSS Process for HSTs describes the tiered support classes available to students and includes the links to sign up for classes. (Appendix 5)	
4. Charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.	☒	☐	☐		
SUMMARY ANALYSIS: Feather River Charter School emphasizes a flexible, independent study model where students and families collaborate with a credentialed teacher to create individualized learning plans tailored to their needs and goals. Students and families may choose from a range of learning methods and resources, including virtual academies, direct instruction, experiential learning, and online and textbook curriculum options. Families use their personalized learning plans as a guide to choose from a list of high-quality resources and instructional materials, services, and classes. FRCS fosters strong family involvement and offers ongoing support through their Parent Education Program that includes live and recorded workshops led by credentialed teachers and experts. The school provides programs, clubs, field trips, and events to build community among students and families. In 2024 state testing, FRCS recorded their highest CAASPP participation rate of 99%. The graduation rate increased to 96.2%, the English Learner Progress Indicator (ELPI) rose by nearly nine percentage points, and there was growth in the College/Career indicator. Over the past four years, Feather River has reported improvement in both English Language Arts and Mathematics, with mathematics showing a nearly 10-percentage point increase in students meeting or exceeding the standard. Distance from Standard (DFS) data indicates the school narrowed the DFS gap by over six points in ELA and nearly 30 points in math since 2019. These outcomes result from aligning instruction with standards and providing tiered student support. LCAP Goal 1, <i>Using curriculum aligned with state standards, personalized intervention, and accommodations, highly qualified staff will provide students with a challenging educational experience that will prepare all students for future success, allowing them to transition effectively into college and the workforce</i> guides the educational program.					

D. SERVICES TO ENGLISH LEARNERS

1. ELD Program is well outlined and includes the following: - Charter is implementing the 2012 ELD standards in alignment with the Common Core and Next Generation Science Standards - ELD is being taught both integrated and designated - Designated ELD is scheduled during the day at a protected time implementing the CA. ELD standards as the focal standards - Integrated ELD is used by all teachers	☒	☐	☐	ELD Master Plan, approved 8/2024 (Appendix 6) On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP). English learners can choose from a list of ELD services that fit their needs. English Language Mainstream (ELM), Core Instruction in English, SDAIE, Designated ELD Direct Instruction Classes, and	
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with ELs in their classroom using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards - Plan includes a process for measuring the effectiveness of the school's program for ELs and how the results will help improve the program - LEA provides translations of notices, reports, statements, and records if 15 percent or more of pupils enrolled speak a single primary language other than English, (based on the annual language census data submitted to the CDE [EC 48985]).			online curriculum are offered. One option that is highly recommended is Daily ELD, via a live Zoom class and taught by CLAD credentialed teachers. These classes are in grade bands. HS students can get elective credit for Daily ELD. FRCS annually runs a list of At Risk EL students and LTELs. The following supports are strongly encouraged: automatic access to All-Access curriculum, ELD Support Class option, and the school's EL designee will collaborate with HSTs and parents to determine best practices to encourage and support each student to show English fluency and be able to reclassify. 2025/26 LCAP Action 1.9 provides ELD instruction and support. (Appendix 3)	
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SUMMARY ANALYSIS:

All teachers at FRC have required credentials to work with English learners and all teachers use SDAIE strategies which are embedded. No more than 10 English learners are placed with a single teacher so that teachers can closely monitor the progress of their EL students.

The ELAC team meets and evaluates the effectiveness of the school's program and discusses ways to improve the program.

Translations are not required as FRCS is below 15% threshold but FRC uses translators to help parents feel involved and informed. A newsletter specifically for English learners is translated for parents.

[2025/26 LCAP](#) includes:

Goal 1, Action 1.9 English Language Development Instruction and Support - \$51,000.00

Goal 3, Action 3.4 English Language Parent Supports - \$3,900.00

(Appendix 3)

E. SPECIAL EDUCATION

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. School documents appropriate systems for screening, diagnosis, planning, placement, delivery of services, and monitoring progress for students eligible for special education; school maintains appropriatedocumentation for SELPA funding.	☒	☐	☐	Assurances (Appendix 7)	

SUMMARY ANALYSIS: FRCS is a member of the El Dorado Charter SELPA (since July 2016) and complies with all applicable state and federal laws in serving students with disabilities. The SELPA agreement dated [October 27, 2020 \(letter\)](#) (Appendix 8) states: *This agreement is entered into for the 2021/22 year and, absent a new agreement or termination, continues each year thereafter.*

F. SERVICES TO SPECIAL POPULATIONS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education, including the following: a. Appropriate placement for students who are enrolling with IEPs. b. Referral and assessment of students suspected of requiring special education and related services. c. Compliance with timelines related to special education.	☒	☐	☐	Identification and Evaluation of Individuals for Special Education, approved 6/10/2025 (Appendix 9) 2025/26 LCAP Action 1.12 Multi-Tiered System of Support, Student Study Team, and Section 504 funds SST specialists. \$419,000.00 (Appendix 3)	

2. Students who are identified eligible for special education are receiving services required by IEPs	☒	☐	☐	CDE monitors implementation of services through a random sampling. An Internal tracking system has been created and staff has been trained on its use. Assurance (Appendix 10)	
3. Charter school provides for the inclusion of all required members in IEP team meetings.	☒	☐	☐	Assurance (Appendix 11)	
4. Charter school has a plan for providing transportation for special education students who require this related service.	☒	☐	☐	Transportation for Students with Disabilities Policy , approved 06/09/2018 (Appendix 12)	
5. Charter school has a process for determining a student's eligibility for services under Section 504 of the Rehabilitation Act of 1973.	☒	☐	☐	Identification of Individuals for 504 Policy , approved 6-09-2018 (Appendix 13)	
6. Charter school develops and implements accommodation plans students eligible under Section 504.	☒	☐	☐	An Assistant Director oversees the 504 program with support from an Assessment Program Specialist, 504 Coordinator, and one school psychologist dedicated to 504 assessments. Assurance (Appendix 14) 2025/26 LCAP Action 1.12 Multi-Tiered System of Support, Student Study Team, and Section 504 funds 504 specialists. (Appendix 3)	
7. Charter school ensures special education funds are not used to serve students identified under Section 504.	☒	☐	☐	Assurance (Appendix 15)	
8. Students identified as eligible for special education and/or as English learners receiving services from teachers holding the required credentials, certificates, and or/authorizations.	☒	☐	☐	A check of 10 students identified as eligible for special education and 10 English learners showed 100% compliance of legally required credentials.	
9. Charter school has upheld the assurances in their charter petition – listed in EC 47605 (d) stating that the charter school shall not discriminates against any pupil on the basis of ethnicity, national origin, gender or disability.	☒	☐	☐		
10. Charter school immediately notifies the County Superintendent of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process, or request for information by any governmental agency.	☒	☐	☐		

NOTE: Charter schools that have joined an outside SELPA (El Dorado or Sonoma) must still comply with the above requirements. The Charter Schools Department (SCOE) will be in communication with the outside SELPA. Please provide the following information:

Name of Charter:	Feather River Charter School
Name of SELPA:	El Dorado Charter SELPA
Name of Special Education Chair:	Ginese Quann

SUMMARY ANALYSIS: Students in Mild to Moderate, Special Day Classes, or Moderate to Severe programs are typically served virtually. Should a student require a more restrictive educational environment, the IEP team will meet to review data and determine student placement which could include in-person services. All other services are provided through contracted services.

G. CURRICULAR MATERIALS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school uses state standards-based instructional materials (includes implementation plan for the new Common Core State Standards).	☒	☐	☐	Educational Program (Appendix 16)	
2. Charter school uses instructional materials that address the specific needs of special education students.	☒	☐	☐	Instructional Materials for SWD (Appendix 17)	
3. Charter school uses instructional materials that address the specific needs of English learners.	☒	☐	☐	- Hands On English (used in TK-3 ELD Live Classes) - English 3D (used in 4th-12th ELD Live Classes) - Ballard & Tighe Creative IDEAS workbooks (asynchronous option) - Voyager Sopris Language Live Workbooks (asynchronous option) - Nearpod EL lessons	
4. Charter school refrains from using faith-based instructional materials.	☒	☐	☐	Parent Student Handbook (Appendix 1)	

H. ONGOING ASSESSMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school participates in State testing as required for all K-12 schools in California	☒	☐	☐		
2. Review of State testing data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607 (b).	☒	☐	☐		
3. Charter school has submitted a school accountability report card (SARC) containing the required elements and posted to school's website.	☒	☐	☐	SARC (Appendix 18)	
4. Charter has incorporated multiple assessment measures.	☒	☐	☐	STAR 360; state-mandated testing; work samples. 2025/26 LCAP Action 1.3 Assessments, Supports, and Training. \$330,000.00 (Appendix 3)	
5. Student achievement data regularly reported to parents and staff.	☒	☐	☐	FRCS shares achievement data with staff, educational partners, school board, and authorizer at ELAC Meetings; PAC Meetings; staff meeting; board meetings; AB 1505 report; podcasts; monthly meeting with instructional team advisors and colleagues within the PLC. Families have consistent access to their student's STAR assessment results through their dedicated login. These results are also available via the Parent Portal, and teachers are always available to assist with sharing or explaining them. State testing results are accessible through the Parent Portal or can be provided directly by the teacher upon request. Additionally,	

				ELPAC results are proactively sent to families via email, ensuring timely and transparent communication.	
6. Charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.	☒	☐	☐	FRCS utilizes a comprehensive data-driven approach to monitor student achievement and inform instructional and programmatic decisions. <i>(Appendix 19)</i>	

SUMMARY ANALYSIS:

From FRCS: Central to our approach is the comprehensive analysis of assessment data sourced from a diverse array of tools and platforms. We gather data from Star Renaissance, PARSEC Education, CAASPP, the California Dashboard, DataQuest, and Ed Data, recognizing that each source offers valuable insights into different facets of student performance and educational effectiveness.

Our commitment to data-driven decision-making extends beyond mere analysis. We actively use these insights to inform our strategic planning and resource allocation processes, ensuring that our interventions are targeted and impactful. For instance, if our analysis reveals a concerning trend in math proficiency among a specific student subgroup, we can allocate additional resources to implement targeted interventions aimed at addressing this issue.

[2025/26 LCAP](#) includes:

Goal 1, Action 1.3 Assessments, Supports, and Training - \$330,000.00

Goal 1, Action 1.6 Standards Based/Aligned Curriculum, Resources, and Supports - \$995,000.00

Goal 1, Actions 1.7 Resources and Support for Unduplicated Students - \$43,000.00

Goal 2, Action 2.4 Student and School Achievement & Accountability - \$41,000.00

(Appendix 3)

DOCUMENT REVIEW MATRIX



AREA 1: GENERAL REQUIREMENTS (Including State and Federal Reporting)	SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWERS: Dawn Carl & Annette Alberti

1-A CHARTER SCHOOL EDUCATION CODE REQUIREMENTS / OTHER

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Material revisions to the approved charter have been approved by the governing board of the charter school and the authorizing LEA.	☐	☐	☒		
2. Charter school has upheld the assurances in their charter petition – listed in EC 47605 (d) stating that the charter school: a. Shall be nonsectarian in programs admission policies, employ practices, and all other operations. b. Shall not charge tuition c. Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability d. Shall admit all students who reside in California who wish to attend (up to the charter schools capacity based upon space, staff, or school policy.) e. Shall determine by the public random drawing, which students, other than those already enrolled, will be allowed to enroll if the number of pupils who wish to attend the charter school exceeds the charter school's capacity. f. Shall notify the superintendent of the charter school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason. g. Shall, upon request, provide the school district (LEA) with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.	☒	☐	☐	All admission and enrollment procedures are on the website. Admissions and Enrollment Policy , revised 6/1/2025 (<i>Appendix 20</i>) Enrollment and Admission Process (<i>Appendix 21</i>)	
3. Charter school immediately notifies the Superintendent of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process, or request for information by any governmental agency.	☒	☐	☐		
4. Adequate site disaster plan in place; if at least 80 in-district students, facilities are reasonably equivalent to comparable district schools. Safety plan is updated by March 1 each year and posted.	☒	☐	☐	Safety Plan approved 1/29/2024 (<i>Appendix 22</i>)	
SUMMARY ANALYSIS: FRCS meets the Education Code requirements in this section. The School annually approves the safety plan by March 1 st .					

1-B MEMORANDUM OF UNDERSTANDING

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. There is a current MOU on file	☒	☐	☐	MOU Expires 6-30-2026 (<i>Appendix 23</i>)	
2. What school years does the current MOU cover?	7-1-2021 TO 6-30-2026				
3. Conditions of MOU are currently being met	☒	☐	☐		
SUMMARY ANALYSIS: FRCS is a tuition-free public charter school serving transitional kindergarten through 12 th grade students in Sutter, Butte, Yuba, Placer, Sacramento, Yolo, and Colusa Counties. The website provides interested families with clear information for admissions and enrollment.					

1-C ADMISSIONS REQUIREMENTS (PUBLIC RANDOM DRAWING / "LOTTERY")

1. Date of Lottery for upcoming school year	The lottery was held on March 18, 2025 and results were posted on the web site.				
2. Description of process by which random drawing will be conducted	From BP 5111: If a Lottery is necessary, the School will conduct a Lottery during the spring semester before the academic year for which enrollment is sought. Enrolling current Students: Students currently enrolled in the school at the close of the Open Enrollment period and who have completed the Intent to Return Form are exempt for the lottery and guaranteed admission. Admission preferences in the case of a public random drawing shall be given to students in the following order: Siblings of students admitted to or attending the School, Students who are the children of teachers and staff of the School; and Students who reside within the Winship-Robbins Elementary School District boundaries. Admissions and Enrollment Policy, revised 6/1/24 (<i>Appendix 20</i>) Enrollment and Admission Process (<i>Appendix 21</i>) Enrollment FAQs on website				
	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
3. Lottery Process posted on school web site	☒	☐	☐	The policy is clearly displayed in the enrollment section of the web site.	
4. Notices provided to parents and students over 18 regarding enrollment	☒	☐	☐	Page 10 of Parent Student Handbook (<i>Appendix 1</i>)	
SUMMARY ANALYSIS: FRCS is a tuition-free public charter school serving transitional kindergarten through 12 th grade students in Sutter, Butte, Yuba, Placer, Sacramento, Yolo, and Colusa Counties. The website provides interested families with clear information for admissions and enrollment.					

1-D MEANS TO ACHIEVE REFLECTIVE RACIAL BALANCE

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter has achieved racial and ethnic balance which is reflective of the district's general student population.	☐	☒	☐		
2. Charter implements specific practices/policies likely to lead to a diverse applicant pool/enrollment.	☐	☒	☐	There is no specific outreach to diverse applicants at this time.	
SUMMARY ANALYSIS: The charters' racial and ethnic balance is not reflective of the district's general student population.					
2024/25 School Year	Robbins School		FRCS		
Number of Students	112		2,731		
Socio-economically Disadvantaged	77.68%		34.46%		
English Learners	33.93%		5.82%		



AREA 2: GOVERNANCE		SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION			

REVIEWERS: Dawn Carl & Annette Alberti

2-A ORGANIZATIONAL MANAGEMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. There is a roster of governing board members.	☒	☐	☐	On web site Roster	
2. Dates for regular board meetings are posted on website.	☒	☐	☐	Dates for meetings are posted on website.	
3. Board meetings are held at least every other month.**Best practice	☐	☒	☐		
LIST ANY NEW ADDITIONS TO THE BOARD ROSTER:			DATES OF BOARD MEETINGS FOR CURRENT ACADEMIC YEAR:		
			8/12/24-Cancelled; 9/9/24; 10/7/24-Cancelled; 12/9/24; 1/13/25; 3/10/24 Special; 6/2/25; 6/9/25-Cancelled		
SUMMARY ANALYSIS: The Feather River School Board is actively seeking new members. Current members include: Juina Carter, President; Marwa Swelam, Secretary; and Kristy Ivey.					

2-B CAPACITY/COMPOSITION

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090 and The Political Reform Act.	☒	☐	☐	Conflict of Interest Policy revised 3/2/2019 (<i>Appendix 24</i>)	
2. Governing board represents strong diversity relevant to the community and the charter school population.	☒	☐	☐		
3. Governing board trained annually on Political Reform Act, Conflict of Interest, Brown Act etc.	☒	☐	☐	Assurance (<i>Appendix 25</i>)	
4. Governing board complies with the California Political Reform Act. Each member identified as subject to disclosure has filed a Statement of Economic Interest- Form 700. a. The Charter petition states how the charter intends to comply with the Public Reform Act. b. Is there a list of individuals (and position titles) subject to conflict of interest disclosure?	☒	☐	☐	Assurance (<i>Appendix 26</i>)	
5. Governing board has approved the Local Control Accountability Plan (LCAP) - The LCAP is reviewed and updated annually a. Revisions are sent to the authorizer by July 1, of each year.	☒	☐	☐	2025/26 LCAP , approved June 2, 2025 (<i>Appendix 3</i>)	
6. School or organization has a Conflict of Interest Code. Code is updated bi-annually.	☒	☐	☐	Employee Handbook , revised 6/2024 (<i>Appendix 27</i>)	
SUMMARY ANALYSIS: Feather River Charter School and the Governing Board comply with all requirements within this section. Board and employee conflict of interest policies are in place. Staff and Board have filed Statement of Economic Interest – Form 700 as required. The Board annually approve the LCAP by July 1 of each year.					

2-C STRUCTURE

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Composition of the governing board is consistent with the approved charter.	☒	☐	☐		
2. Governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.	☒	☐	☐		
SUMMARY ANALYSIS: The Authorizer has no cause for concern related to the structure of the Governing Board.					

2-D MEETINGS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with requirements of Brown Act.	☒	☐	☐	8/12/24-Cancelled; 9/9/24; 10/7/24-Cancelled; 12/9/24; 1/13/24; 3/10/24-Special; 6/2/25; 6/9/25-Cancelled	
2. Governing board complies with the following: a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes d. Verification of public postings of Board agenda	☒	☐	☐	Meeting dates, agendas, minutes, and materials are posted on the website.	
3. Governing board has resolutions and board-adopted policies related to the following: a. Conflict of Interest b. Handbooks – parent, student, employee c. Student and employee discipline and due process d. Parent complaint resolution and due process	☒	☐	☐	Conflict of Interest Policy , revised 3/2/2019 (<i>Appendix 24</i>) Parent Student Handbook (<i>Appendix 1</i>) Employee Handbook , revised 6/2024 (<i>Appendix 27</i>) - Suspension and Expulsion Policy , revised 12/9/2024 (<i>Appendix 28</i>) - Employee Complaint Policy , adopted 9/11/2023 (<i>Appendix 29</i>) - Parent Complaint process on website - Uniform Complaint Procedures , revised 6/5/2025 (<i>Appendix 30</i>)	
4. Material revisions to the charter have been approved by the governing board.	☐	☐	☒		
SUMMARY ANALYSIS: Meetings are held in person at 3101 Zinfandel Drive, Suite 350, Rancho Cordova, CA 95670. Board Packets are available upon request by reaching out to Katie Royer, Governance Liaison. Requests: katie.royer@sequoiagroove.org or by phone/text at 916.316.4964. To view the upcoming meeting schedule, previous and upcoming published agendas, and minutes, click Meetings . To view agendas and minutes prior to the 2020-2021 school year, click Documents .					



AREA 3: EDUCATIONAL PROGRAM & ONGOING ASSESSMENT	SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWERS: Dawn Carl & Annette Alberti

3-A EDUCATIONAL PROGRAM

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.	☒	☐	☐	Information on eligibility of courses to meet college entrance requirements is on the website and in the Parent Student Handbook (Appendix 1)	
2. Charter school has requested accreditation through the Western Association of Schools and colleges (WASC) or other sources.	☒	☐	☐	Full WASC accreditation through June 30, 2026 (Appendix 31)	
3. Cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	☒	☐	☐		
SUMMARY ANALYSIS: The website and Parent Student Handbook (Appendix 1) explain high school graduation requirements as well as college entrance requirements and CTE and college courses. The majority of classes are offered at the College Preparatory level and are A-G approved. Feather River Charter School is accredited by the Western Association of School and Colleges. Five High School Counselors collaborate with students and their families to develop a Personalized Learning Plan based on the student's intended future pathway, which may include college, career, or another path. 2025/26 LCAP includes Goal 1, Action 1.10 College & Career courses, Resources & Support - \$1,050,000.00 Goal 1, Action 1.11 College Awareness and Advancement Program (CAAP) - \$44,500.00 (Appendix 3)					

3-B SERVICES TO ENGLISH LEARNERS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school has a process for proper English Learner (EL) identification, assessment, and reporting of all students who have a primary language other than English a. Home Language Survey is conducted at time of enrollment (grades K-12) b. The process for administering the English Language Proficiency Assessments for California (ELPAC) includes an initial notification process, assessment and reporting for all students who have a primary language other than English. The ELPAC has three purposes: - To identify pupils who are ELs - To determine the level of English language proficiency of pupils who are ELs - To assess the progress of EL pupils in acquiring the skills of listening, speaking, reading, and writing in English - Parents or guardians are notified of ELPAC results within 30 calendar days following receipt of the results from the testing contractor (CCR, Title 5, Section 11511.5)	☒	☐	☐	ELD Master Plan includes descriptions of the process used to identify potential English learners through the HLS, and the process for administering the English language proficiency assessment (currently ELPAC). (Appendix 6) FRCS monitors RFEP each year for four years using the Reclassification Monitoring form. The processes described in the plan follow required timelines.	

The Charter monitor for a minimum of two years the progress of reclassified pupils to ensure correct classification, placement, and additional academic support, if needed (20 U.S.C. § 6841; 5 CCR § 11304) Note: Each English learner with disabilities must be assessed for English language development using accommodations, modifications, or alternate assessments for the current California English language proficiency assessment specified in the pupil's IEP or 504 Plan. (5 CCR § 11516.)					
2. Charter school has an instructional plan for English Learners that includes the following: - Plan demonstrates how the progress of ELs will be measured in addition to the process for student placement, research based intervention practices, specific language and academic performance assessments and accountability* - Plan identifies how the measurements will be used to improve instruction and to determine supplemental activities for EL students* - Plan includes EL Program description (Use of ELD standards, CCSS for ELA/Literacy, other content standards, Next Generation Science Standards, curriculum for ELD, specified time for designated ELD)* - Plan includes a standardized reclassification criteria and process. Reclassification criteria is as follows: - Assessment of English language proficiency - Teacher evaluation - Parent opinion and consultation - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. - Plan includes parent participation and if the charter school has 21 or more English learners enrolled, the involvement of a parent advisory committee (English Language Advisory Committee -ELAC) 2. Plan includes professional development for EL teachers*	☒	☐	☐	Instructional plan for EL (Appendix 32) Every 20 days EL Coordinators monitor the completion of minutes of English Language Development completed by English Learners. They ensure that approved ELD Options are used and meet with families of students to clarify expectations, address any concerns, and find additional or alternate supports to better suit the needs of the English Learner. Assessments used to improve instruction determine supplemental activities: ELD Live Classes, Star Scores, Lexia, ELPAC Bootcamp, Summative ELPAC scores, CAASPP scores, ELA grades. ELD Master Plan (Appendix 6) includes: Process for placement Multi-Tiered System of Supports (MTSS) Reclassification criteria and process including the process of reclassifying students with disabilities Form an English Learners Advisory Committee PD	
SUMMARY ANALYSIS: The EL Pan describes how FRCS identifies, serves, and support students with limited proficiency in the English language. The six goals for this work include: - English Learner (EL) programs will be fully implemented. - Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education. - English Learners will master the English language as efficiently and effectively as possible. - English Learners will achieve academic success comparable to English Only (EO) peers. - English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students. - Form an English Learners Advisory Committee to foster a better involvement of EL parents, thereby increasing academic achievement of the EL population, advise the School Board, principal, and EL Coordinator, on issues pertaining to English Learners (ELs), assist in the development of the school's needs assessment and Language Census Report, and provide input on formal school					

plans, such as WASC self-study and LCAP.

[2025/26 LCAP](#) (Appendix 3) includes:

Goal 1, Action 1.9 English Language Development Instruction and Support - \$51,000.00

Goal 3, Action 3.4 English Language Parent Supports - \$3,900.00

3-C PROFESSIONAL DEVELOPMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school staff has received legally required trainings.	☒	☐	☐		
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	☒	☐	☐	Professional Development (PD) Plan (Appendix 33) PD Options (Appendix 34)	
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	☒	☐	☐	A check of 10 students identified as eligible for special education and 10 English learners showed 100% compliance of legally required credentials.	
4. Charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	☒	☐	☐		
5. Charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.	☒	☐	☐	Professional Development (PD) Plan (Appendix 33) PD Options (Appendix 34)	
6. Charter school participates in professional development trainings made available through the sponsoring LEA, county office, or other trainings that provide technical assistance.	☒	☐	☐	-CSDC Conference (purchased recording option) -System of Support with SCOE -CCSA Conference (admin attended in-person)	

SUMMARY ANALYSIS: FRCS requires teachers to hold the necessary certifications and ensures they meet employment requirements set by applicable laws. FRCS focuses on professional development to ensure its staff is well-informed and equipped to fulfill the school's mission. The [Professional Development \(PD\) Plan](#) (Appendix 33) describes the mix of synchronous and asynchronous formats, and internal and external learning opportunities available to staff.

[2025/26 LCAP](#) includes two actions focused on Professional Development:

Goal 1, Action 1.1 Staff Professional Development \$49,000.00

Goal 1, Action 1.2 Staff Professional Development on Students with Disabilities \$251,000.00

(Appendix 3)

3-D. PROGRAM IMPROVEMENT STATUS

1. If Charter school is a direct-funded charter school with one (or more) of its school sites identified as being in Program Improvement (PI) status, it has implemented the following requirements.	☐	☐	☒		
a. Parent Notification					
b. School Choice					
c. Supplemental Educational Services					
d. School restructuring					

SUMMARY ANALYSIS: N/A



AREA 4: STUDENT SERVICES		SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION			

REVIEWERS: Dawn Carl & Annette Alberti

4-A NOTIFICATION TO DISTRICTS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. School documents appropriate system for notifying the school districts when a special education student enrolls, becomes eligible, ineligible and/or leaves school and describes the transition to or from a district when a student with an IEP enrolls in or transfers out of the charter school.	☐	☒	☐	The Enrollment Team, SEIS technician, and CALPADS Coordinator work together to make sure CDE requirements are met. The charter is not required to notify the school district. <i>(Appendix 35)</i>	

SUMMARY ANALYSIS: The Feather River SPED Department doesn't notify the school district of the above changes, however, per SELPA guidance and CDE requirements, the SPED Department has a system in place to report these changes/updates to CALPADS (California Longitudinal Pupil Achievement Data System).

4-B DISCIPLINE

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Governing board has policies regarding student discipline, including the following: a. List of the offenses for which students may be suspended or expelled b. Procedures for suspension or expulsion. c. Procedures by which parents and students will be informed about the reasons for suspension or expulsion. d. Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 plans. e. Procedures to ensure that parents and students will be informed of their due process rights in regard to suspension or expulsion and that demonstrate awareness that charter school students are entitled to the same due process rights as students enrolled in non-charter public schools.	☒	☐	☐	Suspension and Expulsion Policy , revised 12/9/2024 <i>(Appendix 28)</i>	

SUMMARY ANALYSIS: The Suspension Rate as reported on the 2024 California School Dashboard was again 0%, highlighting the positive school climate supported by restorative practices and proactive behavioral interventions.



AREA 5: STUDENT SERVICES		SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION			

REVIEWERS: Dawn Carl & Annette Alberti

5-A FINANCIAL REPORTS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter Adopted Budget	☒	☐	☐	2024/25 Adopted Budget (Appendix 36)	
2. Charter First Interim Report	☒	☐	☐	First Interim Report (Appendix 37)	
3. Charter Second Interim Report	☒	☐	☐	Second Interim Report (Appendix 38)	
4. Charter Unaudited Actuals	☒	☐	☐	Unaudited Actuals (Appendix 39)	
5. Charter Monthly Financial Reports	☒	☐	☐	Financial Reports (Appendix 40)	
6. Charter Audit Report	☒	☐	☐	Audit Report (Appendix 41)	
7. Charter PENSEC/20 Day Report	☐	☐	☒		
8. Charter Attendance Report	☒	☐	☐	P1 & P2 Attendance Reports (Appendix 42)	



AREA 6: HUMAN RESOURCES		SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION			

REVIEWERS: Dawn Carl & Annette Alberti

6-A ALL EMPLOYEES

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school has documentation of fingerprint and Department of Justice background checks on all employees.	☒	☐	☐	Assurance (Appendix 43)	
2. Charter school has policies or procedures related to fair hiring practices.	☒	☐	☐	Non-Discrimination in Employment policy , revised 12/9/2024 (Appendix 44)	
3. Charter school has an employee handbook.	☒	☐	☐	Employee Handbook , revised 6/2024 (Appendix 27)	
4. Charter school has documentation of TB test results for all employees.	☒	☐	☐	Assurance (Appendix 43)	
5. Charter school has approved personnel policies that cover such issues as sick leave, personal necessity, and overtime.	☒	☐	☐	Employee Handbook , revised 6/2024 (Appendix 27)	
6. Employee contracts indicate that employees are "at will."	☒	☐	☐	Contract (Appendix 45)	
7. Charter school has clear guidelines that differentiate between employees and independent contractors.	☐	☐	☒		
8. Employee evaluations are completed regularly and on time.	☐	☐	☐	Staff Evaluation policy , revised 6/2/2025 (Appendix 46) Assurance (Appendix 47)	
9. Personnel actions approved by governing board.	☒	☐	☐		

10. Charter school maintains appropriate records of compliance with all applicable workplace safety laws and regulations.	☒	☐	☐	Assurance (Appendix 47)	
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6-B CERTIFICATED EMPLOYEES

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school employs sufficient teaching staff to have, at a minimum, a teacher-to- student ratio comparable to that of the largest unified school district in the county, or comparable to the countywide average.	☒	☐	☐	20.73:1 Pupil:Teacher ratio	
2. Teachers who provide instruction in core classes have the credentials and certifications required to be designated as highly-qualified teachers for the subjects they are teaching.	☒	☐	☐		
3. Teachers have the legally required CLAD or B- CLAD certification to provide instruction to the students enrolled in their classes.	☒	☐	☐		
4. Teachers who are providing special education and related services have the appropriate credentials and certifications.	☒	☐	☐		
5. Teacher personnel files are complete and accurate.	☐	☐	☐	Assurance (Appendix 47)	
6. Professional evaluation system is in place.	☒	☐	☐	Staff Evaluation policy , revised 6/2/2025 (Appendix 46) Assurance (Appendix 47)	
7. Principal personnel file is complete and accurate.	☐	☐	☐	Assurance (Appendix 47)	

6-C CLASSIFIED EMPLOYEES

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Classified employees who are providing instructional support in the areas of special education and English language learner services meet the qualifications for the positions.	☐	☐	☒		
2. Charter school employs a sufficient number of classified staff to ensure that the necessary clerical and recordkeeping tasks are completed in a timely manner.	☒	☐	☐		

6-D VOLUNTEERS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. System for regulating volunteers at the school is in place; all personnel files for volunteers are complete and accurate.	☐	☐	☒		
2. Fingerprinting and background check requirements are met for all volunteers	☐	☐	☒		

6-E STUDENT RECORDS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Student directory, academic, immunization/health records are complete and accurate; student disciplinary records and individual educational plans are accurate and complete.	☒	☐	☐	Assurance (Appendix 48)	
2. <u>For Kinder Only</u> : All students enrolled are age-appropriate for grade-level.	☒	☐	☐		

6-F HEALTH SCREENINGS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. School documents appropriate health screening procedures for student vision, hearing and scoliosis, and required immunizations.	☒	☐	☐	Assurance (Appendix 49)	
2. Charter School has designated a qualified individual to conduct health-screening protocols.	NAME: Jacqueline Paine & Lindsey Williams			ORGANIZATION:	
	School nurses				FRCS

6-G CREDENTIAL ASSESSMENT

EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:
Sara Infante	☐ 20% EL Assignment	☐ Elementary	☒ Secondary	
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	Other:		
NOTES: Agriculture, Biological Sciences, Economics, Animal Science		EL EMPHASIS:		
		☒ CLAD	☐ BCLAD	
		☐ 1969/SB395	☐ Other:	
☐ Needs EL Authorization				
EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:
Rachel Radekin	☐ 20% EL Assignment	☒ Elementary	☐ Secondary	
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:		
NOTES: PPS intern		EL EMPHASIS:		
		☒ CLAD	☐ BCLAD	
		☐ 1969/SB395	☐ Other:	
☐ Needs EL Authorization				
EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:
Adelita Bordelon	☐ 20% EL Assignment	☒ Elementary	☐ Secondary	
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:		
NOTES: Multiple Subject		EL EMPHASIS:		
		☒ CLAD	☐ BCLAD	
		☐ 1969/SB395	☐ Other:	
☐ Needs EL Authorization				
EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:
Julia Snyder-Harris	☐ 20% EL Assignment	☒ Elementary	☐ Secondary	
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:		
NOTES: Reading Specialist, Multiple Subject		EL EMPHASIS:		
		☒ CLAD	☐ BCLAD	
		☐ 1969/SB395	☐ Other:	
☐ Needs EL Authorization				

EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:	
Cinthia Taylor	☐ 20% EL Assignment	☒ Elementary	☒ Secondary		
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:			
NOTES: Ed Specialist		EL EMPHASIS:			
		☒ CLAD	☐ BCLAD		
		☐ 1969/SB395	☐ Other:		
☐ Needs EL Authorization					
EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:	
Carolyn Hansa	☐ 20% EL Assignment	☒ Elementary	☒ Secondary		
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:			
NOTES: Single Subject Science, Foreign Language, General Subject		EL EMPHASIS:			
		☒ CLAD	☐ BCLAD		
		☐ 1969/SB395	☐ Other:		
☐ Needs EL Authorization					
EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:		REMEDY:	
Kristi Gage	☐ 20% EL Assignment	☒ Elementary	☐ Secondary		
SS#:	EL Assignment at least one EL in Class ☒ ELD ☐ SDAIE ☐ Bilingual	☐ Other:			
NOTES: Multiple Subject		EL EMPHASIS:			
		☒ CLAD	☐ BCLAD		
		☐ 1969/SB395	☐ Other:		
☐ Needs EL Authorization					
SUMMARY ANALYSIS:				LOW 0-2	
				MODERATE 3-4	
				HIGH 5-6	
				EXTREMELY HIGH 7-8	X
				REVISIT IN SPRING	Y
		X			

Charter Oversight



AREA 7: DOCUMENT REQUEST LIST (Review of Submitted <i>Current</i> Documents)	SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWERS: Dawn Carl & Annette Alberti

7-A. Governance/School Operations and Management

- ☒ Copy of By-Laws & Conflict of Interest Code (or Bi-annual certification) [By-Laws](#) (Appendix 50)
[Conflict of Interest Policy](#) revised 3/2/2019 (Appendix 24)
- ☒ Current Board Member Roster
- ☒ Form 700 for each person on the Conflict of Interest Code
- ☒ Date of last Board training and topics covered: December 2024, Brown Act
- ☒ [Organization Chart](#) (Appendix 51)
- ☒ School Emergency/Safety Plan [Safety Plan](#) approved 1/29/2024 (Appendix 22)
- ☒ [Fiscal policies](#) (Appendix 52)

7-B. Enrollment

- ☒ [Current enrollment](#) (by grade, gender, ethnicity, EL status, special education) (Appendix 53)
- ☒ Recruitment and Lottery Plan/Calendar: Lottery process included in [Admissions and Enrollment Policy](#), revised 6/1/24 (Appendix 20)
- ☐ Recruitment notices: None

7-C. Instruction

- ☒ Curriculum Maps: [Curriculum FAQs](#) on website; [Curriculum Resources](#) on website
 - ☒ Professional Development Plans: [Professional Development \(PD\) Plan](#) (Appendix 33) and [PD Options](#) (Appendix 34)
 - ☒ [Disaggregated Student Performance Data](#) (by grade, ~~gender~~, ethnicity, ELL, special education) insert document (Appendix 54) [FRCS Annual Achievement Report](#) (Appendix 4)
 - ☒ Current English Learner Instructional Plan: [Instructional plan for EL](#) (Appendix 32)
 - ☒ Current English Language Development Plan [ELD Master Plan](#) (Appendix 6)
- N/A If PI Status assurance of required implementation



AREA 8: REVIEW OF CHARTER SCHOOL WEB SITE	SCHOOL: Feather River Charter School	Review Year: 2024/25
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWERS: Dawn Carl & Annette Alberti

8-A. Student/Parent Handbook: [Parent Student Handbook](#) (Appendix 1) Handbook is not on the website.

- ☒ [Uniform Complaint Procedure](#)
- ☒ [Suspension/Expulsion Policy](#)
- ☐ Assurance that parent volunteering is not mandatory - none
- ☒ [Title IX Policy](#)

8-B. Enrollment Procedures

- ☒ 1. [Current Application forms](#)

- ☒ 2. [Admission Requirements](#)
- ☒ 3. [Lottery selection process](#)
- ☒ 4. Required notices to parents and students regarding disenrollment – Not on the website but it is in the [Parent Student Handbook](#) (Appendix 1) and [Withdrawal Policy and Procedures](#), revised 3/7/2023 (Appendix 55)

8-C. Governance

- ☒ [Board meeting agendas /minutes](#)
- ☒ [Calendar of regular board meetings scheduled](#)
- ☒ [ELAC meeting agenda](#) (as appropriate)

8-D. School Performance Indicators

- ☒ 1. [SARC](#)
- ☒ 2. [2025/26 LCAP](#) - including Budget Page for Parents and Federal addendum – if applicable