

Feather River Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 1895 Lassen Blvd.
Yuba City, CA , 95993-
8987

Phone: (530) 822-2400

Principal: Chris Reyna, Principal

Grade Span: 7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Chris Reyna, Principal

📍 Principal, Feather River Academy

Contact

Feather River Academy
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Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Reusser, Tom
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Feather River Academy
Street	1895 Lassen Blvd.
City, State, Zip	Yuba City, CA , 95993-8987
Phone Number	(530) 822-2400
Principal	Chris Reyna, Principal
Email Address	chrisr@sutter.k12.ca.us
Website	http://www.sutter.k12.ca.us
Grade Span	7-12
County-District-School (CDS) Code	51105120114207

School Description and Mission Statement (School Year 2025–26)

Feather River Academy (FRA), established in 2005, is one of two county community schools in Sutter County under the Sutter County Superintendent of Schools. FRA is a specialized program that supports students who face challenges in traditional high school environments. By providing an individualized, supportive educational setting, FRA serves students referred from Sutter, Yuba, and Colusa counties due to expulsion, probation involvement, or personal choice. FRA's mission emphasizes fostering a nurturing, inclusive, and innovative environment that promotes academic achievement, personal growth, and preparation for life beyond school. The academy actively celebrates and respects cultural diversity, instilling integrity, self-respect, and consideration for others. The curriculum and classroom practices are designed to develop intellectual and social competencies. Students are encouraged to engage in critical thinking, problem-solving, and collaborative learning experiences that connect academic concepts to real-world applications.

To reinforce these goals, FRA integrates several evidence-based frameworks into its daily operations:

- 1. Positive Behavioral Interventions and Supports (PBIS):** A proactive approach that promotes positive behaviors, encourages accountability, and fosters a respectful and supportive school climate.
- 2. Restorative Practices:** Tools and strategies designed to strengthen relationships, resolve conflicts constructively, and build a sense of community by emphasizing communication, empathy, and mutual understanding.
- 3. Professional Learning Communities (PLCs):** A collaborative model where educators work together to analyze data, share strategies, and implement practices to address student needs effectively. This collective effort ensures that teaching methods are continually improved and aligned with students' diverse learning styles.

FRA's teaching philosophy centers on relevance and engagement, helping students see the connection between their education and daily lives. The academy aims to equip students with the skills and knowledge necessary to navigate life's challenges and contribute positively to society. By fostering a strong academic foundation and character development, FRA prepares its students to be ethical, literate, responsible, and contributing members of their communities. This comprehensive approach ensures that every student is empowered to achieve their full potential.

Mission Statement:

Feather River Academy provides a supportive environment that delivers personalized alternative education, combining academic rigor with personal responsibility to prepare students for a successful future.

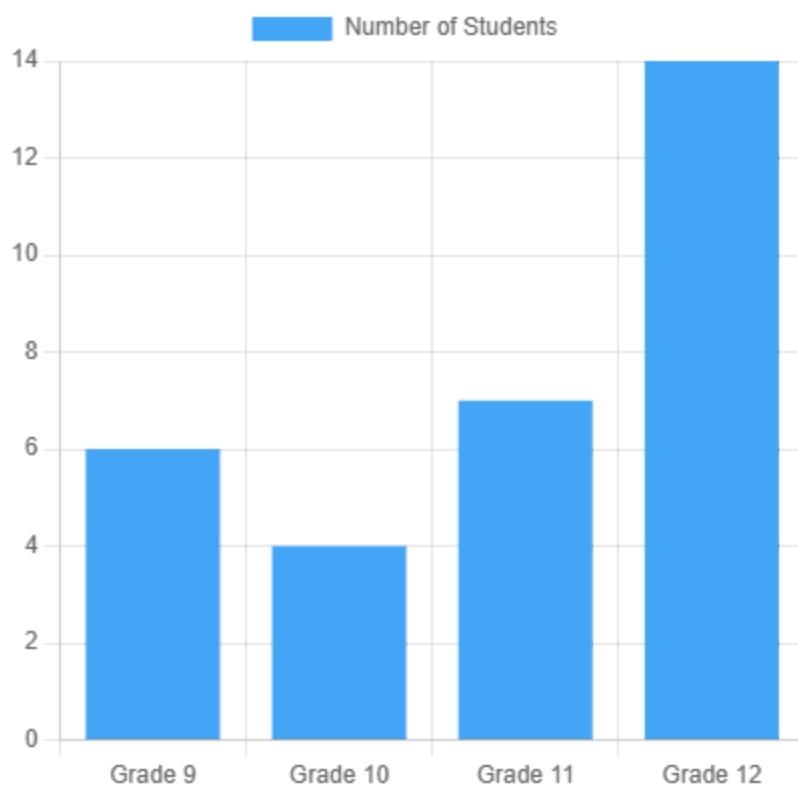
Vision Statement

- Develop relationships among students, families, staff, and peers that emphasize respectful and responsible behavior in all endeavors.
- Provide a focused alternative academic program that is driven by individual student goals.
- Teach healthy coping skills and emotional competence to help students become healthy, functional adults.
- Prepare students for a successful personal and professional future through skill-building and work-readiness programs.
- Promote an inclusive school environment where students receive physical, cultural, social, and emotional safety.

- The administration and staff have high expectations for our students and strive to ensure they can return to a comprehensive high school or graduate from FRA. We strive to provide caring, support, and encouragement.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	6
Grade 10	4
Grade 11	7
Grade 12	14
Total Enrollment	31



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	29.00%	English Learners	29.00%
Male	71.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	3.20%
American Indian or Alaska Native	0.00%	Migrant	3.20%
Asian	0.00%	Socioeconomically Disadvantaged	90.30%
Black or African American	12.90%	Students with Disabilities	22.60%
Filipino	0.00%		
Hispanic or Latino	54.80%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	32.30%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.80	63.61%	28.80	55.95%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	5.81%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.60	1.20%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	21.80%	1.90	3.84%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	14.26%	17.10	33.16%	15831.90	5.67%
Total Teaching Positions	6.10	100.00%	51.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.20	28.74%	17.10	35.69%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	2.08%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	19.54%	20.20	42.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	46.90%	2.70	5.62%	11746.90	4.23%
Unknown/Incomplete/NA	0.20	4.60%	6.90	14.46%	14303.80	5.15%
Total Teaching Positions	4.30	100.00%	48.00	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.20	27.45%	21.60	43.26%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.80	17.66%	3.50	7.16%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	8.51%	17.20	34.54%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	42.55%	2.70	5.48%	12112.80	4.34%
Unknown/Incomplete/NA	0.10	3.40%	4.70	9.52%	13705.80	4.91%
Total Teaching Positions	4.70	100.00%	50.00	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0.8	0.40
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.8	0.40

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.30	2	2.00
Total Out-of-Field Teachers	1.30	2	2.00

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	20%	7.10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Mathematics	Math: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Science	Science: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
History-Social Science	History/Social Science: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Foreign Language	Foreign Language: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Health	Health: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Visual and Performing Arts	Visual and Performing Arts: Grades 9-12 use Edgenuity Curriculum and Learning Resources	0
Science Lab Eqpmnt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Feather River Academy is proud to announce its excellent performance on the **Facility Inspection Tool (FIT) assessment**, achieving an overall **98% (Good)** rating. This rating reflects the school's commitment to providing students, staff, and visitors with a safe, clean environment.

The assessment indicates that FRA facilities are adequately maintained and in good repair. While a few non-critical deficiencies were identified during the inspection, these issues are isolated, stemming from minor wear and tear typical in any operational school setting. Efforts are underway to address and mitigate these concerns promptly to ensure the continued safety and functionality of the campus.

FRA remains dedicated to maintaining high standards for its facilities, creating a positive and welcoming environment that supports student learning and well-being.

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: Not Available

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: Not Available

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	14%	--	18%	21%	47%	48%
Mathematics (grades 3-8 and 11)	0%	--	11%	14%	35%	37%

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

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

**CAASPP Test Results in ELA by Student Group for students taking and
completing state-administered assessment Grades Three through Eight and
Grade Eleven (School Year 2024–25)**

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

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

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

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

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

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

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

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

**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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	--	0.00%	0.00%	7.14%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	11	91.67%	8.33%	0.00%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	10	90.91%	9.09%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Career Technical Education (CTE) Programs (School Year 2024–25)

FRA offers two primary avenues for CTE education:

1. Edgenuity Online CTE Courses

- Through Edgenuity, students engage with a broad catalog of relevant CTE courses. These courses cover:
 - 16 Career Clusters
 - 11 Career Pathways
 - 17 Certification Pathways
- Multi-year support is provided for high-demand, high-interest careers, and job certification readiness.

2. Sutter County Superintendent of Schools CTE Program

- FRA students also benefit from the Sutter County CTE program, which serves Sutter, Yuba, and Colusa counties.
- This program offers 15 Career Pathways, allowing students to explore various high-quality courses in areas relevant to in-demand and high-interest careers.
- On-site and community-based courses are available to provide practical, hands-on experiences aligned with career goals.

Standards-Based and Certified Instruction

The Edgenuity platform and the Sutter County CTE program provide standards-based CTE courses, ensuring students receive quality, certified instruction tailored to their career interests. This comprehensive approach prepares FRA students for future success by combining academic rigor with career readiness.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course	Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission		
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission		0

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component	3:	Component		Component
		Trunk	4:	Upper	
1: Aerobic Capacity	2: Abdominal Strength and Endurance	Extensor and Strength and Flexibility	3: Trunk Strength and Flexibility	4: Upper Body Strength and Endurance	5: Flexibility
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

At Feather River Academy, we strongly believe in fostering meaningful parental involvement in all aspects of their child's education. Parents play a crucial role in supporting student success, and we strive to create opportunities for engagement and collaboration.

Orientation and Communication

The process begins with an **orientation meeting** where parents, the principal, the school counselor, and the probation officer discuss key aspects of the student's placement. This includes reviewing the student's academic status, credits, course of study, attendance expectations, and behavior standards.

Throughout the student's time at FRA, the **principal and teaching staff maintain regular communication** with parents via:

- Phone calls
- Parent Square (communication platform)
- Email
- In-person meetings

These methods inform parents about their child's progress, challenges, and achievements.

Campus Activities and Events

Parents are invited to participate in school activities that strengthen the bond between families and the school. These include:

- Assemblies
- Breakfast events
- Classroom visits
- Graduation ceremonies
- Back to School
- Community Fair

Such events allow parents to connect with staff and celebrate student milestones.

Encouraging Feedback and Engagement

Parents are encouraged to share their concerns, ask questions, and collaborate with teachers. FRA staff actively seek input during orientation meetings and throughout the student's tenure to better understand parental perspectives and address concerns.

Site Council and Committees

The FRA **site council** reviews essential school documents, assesses program needs, and provides input on funding priorities. While forming additional parent committees remains challenging due to the transient nature of our student population, diligent efforts are ongoing. During orientation, parents are encouraged to identify activities of interest to them or their child to foster greater involvement.

Commitment to Parent Partnership

FRA values its partnership with parents and works tirelessly to engage them in meaningful and impactful ways. We believe this collaboration is essential for creating a supportive academic and personal environment where students can thrive.

State Priority: Pupil Engagement

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

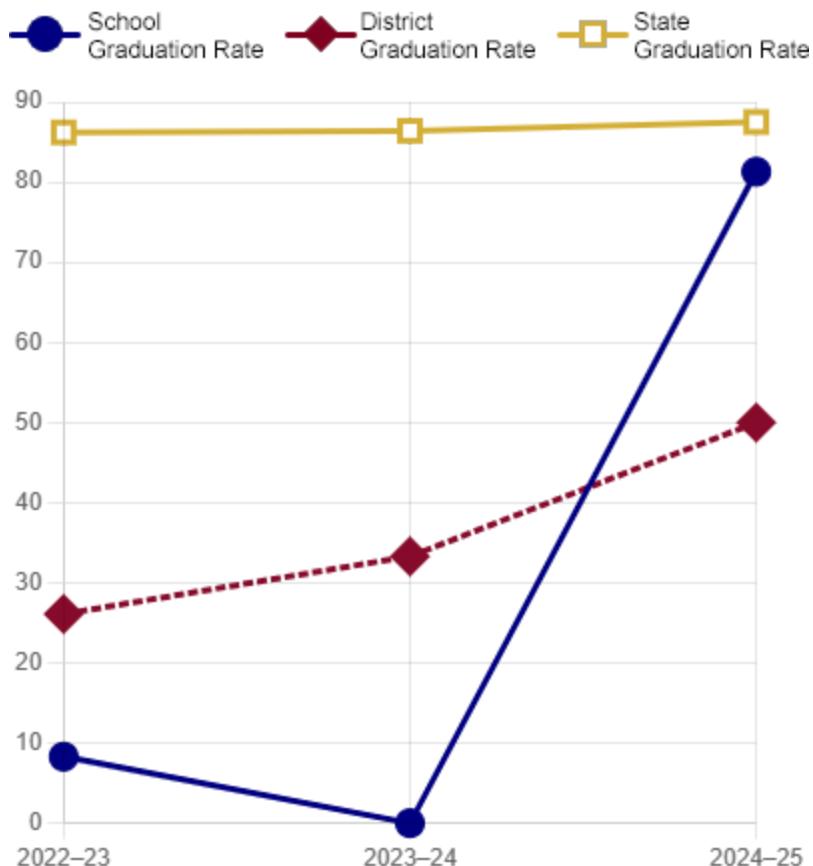
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

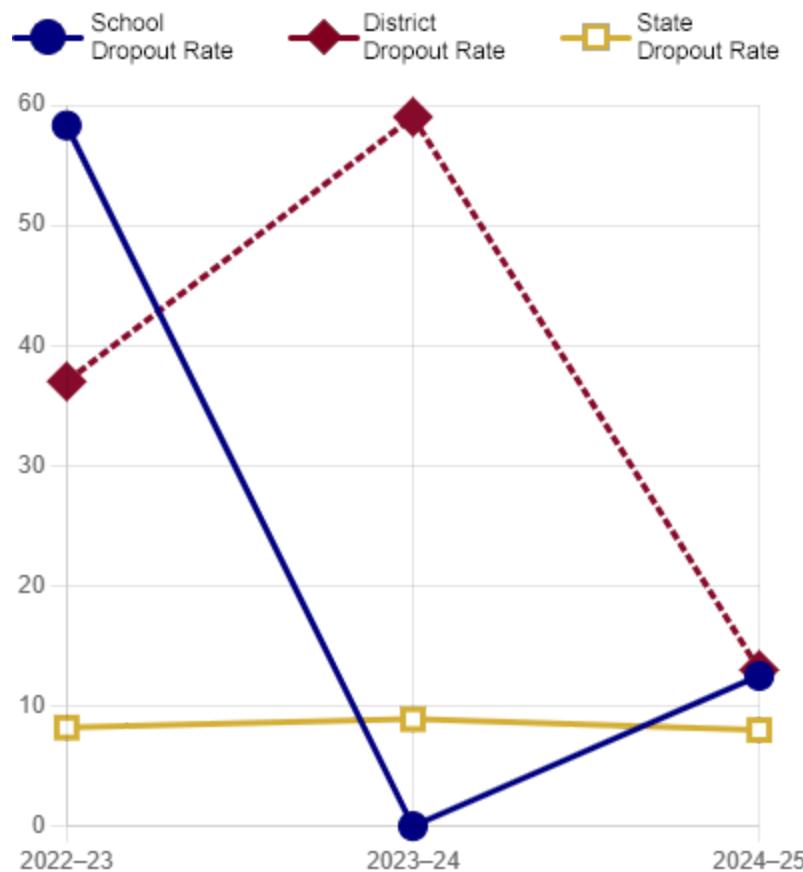
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	8.3%	--	81.3%	26.1%	33.3%	50.0%	86.2%	86.4%	87.5%
Dropout Rate	58.3%	--	12.5%	37.0%	59.0%	13.0%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	13	81.3%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	11	8	72.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	15	12	80.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Chronic Absenteeism		Chronic Absenteeism Count	Chronic Absenteeism Rate
	Cumulative Enrollment	Eligible Enrollment		
All Students	52	43	39	90.7%
Female	14	11	10	90.9%
Male	38	32	29	90.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	25	22	88.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	13	13	100.0%
English Learners	15	13	11	84.6%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	49	40	36	90.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	11	--	--	--

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

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	School	School	District	District	District	State	State	State
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
Suspensions	37.50	27.94	42.31	8.70	6.10	9.43	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	42.31%	0.00%
Female	21.43%	0.00%
Male	50.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	38.71%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	40.00%	0.00%
English Learners	46.67%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	44.90%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	45.45%	0.00%

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

School Safety Plan (School Year 2025–26)

The Feather River Academy (FRA) Safety Plan, reviewed in November 2025 and adopted by the Sutter County Superintendent of Schools Safety Committee, is a comprehensive framework for managing and responding to emergencies during school hours. The safety plan emphasizes preparedness, a structured response, and recovery to protect students' and staff members' lives, safety, and property.

Key Objectives:

- 1. Life and Property Protection:** The foremost goal of the safety plan is to safeguard the well-being of students, staff, and the school environment during emergencies.
- 2. Mission-Specific Guidance:** The safety plan provides Feather River Academy-specific guidance to personnel, ensuring clarity in roles and responsibilities across all stages of emergency management—preparedness, response, and recovery.
- 3. Emergency Preparedness Mission Statement:** It articulates FRA's commitment to maintaining readiness, swiftly addressing emergencies, and recovering efficiently.
- 4. Emergency Operations Centers (EOC):** The safety plan identifies primary and alternate EOC locations and pre-planned command post sites, ensuring flexibility and coordination during emergencies.
- 5. Critical Facilities:** It outlines the locations of essential infrastructure within the school, streamlining resource allocation and crisis management.
- 6. Timely Recovery:** A critical focus is placed on business continuity and rapid restoration of services to minimize disruption.
- 7. Resumption of Activities:** The safety plan prioritizes the swift return to normal outdoor school activities to foster a sense of normalcy and stability.

Alignment with Established Systems:

The FRA Safety Plan is aligned with California's **Standardized Emergency Management System (SEMS)** and the U.S. Department of Homeland Security's **National Incident Management System (NIMS)**. This ensures that procedures and response strategies align with state and national standards, facilitating effective coordination with external agencies and resources.

Features:

- Standardized Procedures:** The safety plan outlines explicit, systematic procedures for preparing for and responding to emergencies, ensuring consistency and reliability.
- Collaboration and Coordination:** The safety plan fosters a unified approach to managing crises by leveraging school and community resources.

- **Focus on Restoration:** Emphasizing quick recovery, the safety plan underscores the importance of promptly resuming school operations and outdoor activities after an emergency.

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 (Elementary) (School Year 2022-23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	3.00	11		
Language Arts				
Mathematics	2.00	14		
Science	3.00	10		
Social Science	2.00	13		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	3.00	12		
Language Arts				
Mathematics	2.00	12		
Science	3.00	10		
Social Science	2.00	19		

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	25

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.60
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$63670.00	\$23623.00	\$40046.00	\$85187.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

Feather River Academy provides a well-rounded educational environment supported by a dedicated team and enriching programs to foster academic success, personal growth, and student safety.

Classroom Support:

Each academy's four classrooms benefit from the combined expertise of a credentialed teacher and a paraeducator. This pairing ensures students receive high-quality instruction and personalized support, creating an effective and inclusive learning environment.

Student Outreach and Support:

Student outreach and attendance personnel are pivotal in promoting student engagement and campus safety. By providing transportation and serving as a trusted adult presence on campus, they strengthen connections with students and support staff, fostering a safe and positive atmosphere.

Counseling Services:

Students can access a counselor to address their academic goals and social-emotional well-being. This resource is vital in helping students navigate challenges, develop resilience, and achieve personal and educational milestones.

Arts and Cultural Enrichment:

Partnerships with Yuba Sutter Arts and Culture offer students opportunities to engage in creative expression through art programs. These experiences enhance

students' artistic skills and contribute to their overall emotional and social development.

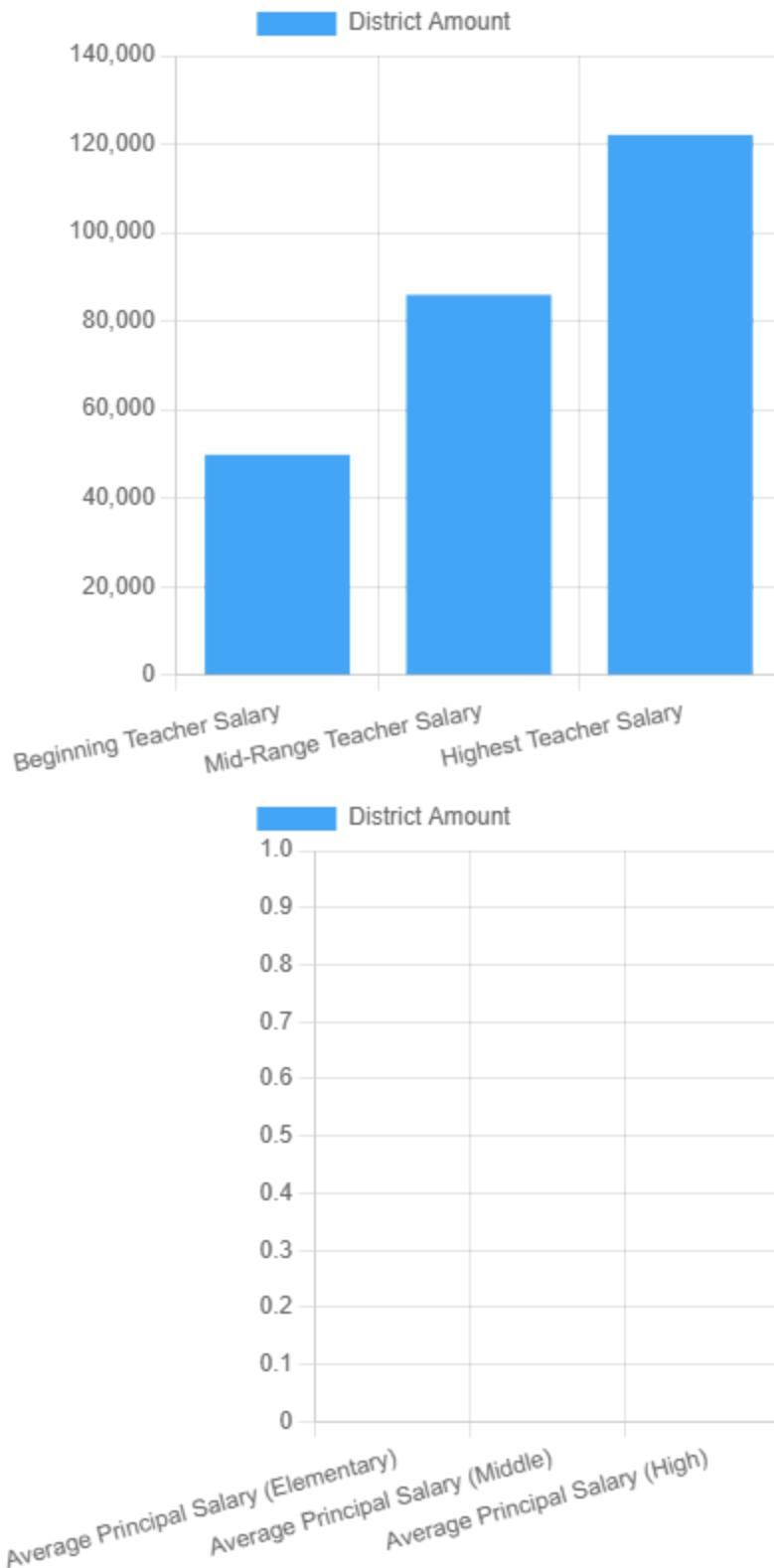
Career and Technical Education:

A **Career and Technical Education (CTE) teacher** provides specialized instruction in career readiness and culinary arts, equipping students with practical skills and preparing them for future educational and vocational pathways.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49811.00	--
Mid-Range Teacher Salary	\$85943.00	--
Highest Teacher Salary	\$122074.00	--
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/>.



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses 0 %**

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	4
Social Science	4
Total AP Courses Offered*	17

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

Professional Development

Professional Development

FRA is engaging staff in comprehensive professional development for the 2025-2026 school year. The focus includes:

1. Professional Learning Communities (PLCs):
Encouraging collaboration among staff to analyze student data, share effective practices, and plan strategies to improve learning outcomes.
2. Restorative Practices:
Building a culture of accountability and trust by fostering constructive communication and conflict resolution, which strengthens relationships among students and staff.
3. Positive Behavioral Interventions and Supports (PBIS):
Enhancing behavioral support systems that encourage and reward positive student behavior to create a conducive learning environment.
4. Best Teaching Strategies:
Refining instructional methods to ensure high-quality teaching and learning by incorporating evidence-based approaches and innovations in pedagogy.
5. Continuous Improvement Project:
Encouraging staff to engage in reflective practices and iterative processes to identify areas for growth, set measurable goals, and sustain improvements in their professional practices and student outcomes.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	22	26	26