

Feather River Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

SARC



General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2023-24 School Contact Information

School Name	Feather River Charter School
Street	4305 South Meridian Road
City, State, Zip	Meridian, CA, 95957-9647
Phone Number	(916) 957-5781
Principal	Jenell Sherman
Email Address	jenell.sherman@featherrivercharter.com
School Website	https://featherrivercharter.org/
County-District-School (CDS) Code	51 71456 0133934

2023-24 District Contact Information

District Name	Winship-Robbins Elementary School District
Phone Number	(530) 738-4386
Superintendent	Dawn Carl
Email Address	dawnc@sutter.k12.ca.us
District Website	http://winship-robbins.sutter.k12.ca.us

2023-24 School Description and Mission Statement

ABOUT OUR SCHOOL

Feather River Charter School (FRCS) began operations in the fall of the 2016-17 academic year. It holds accreditation from the Western Association of Schools and Colleges (WASC) and operates as a non-classroom-based public charter school under the authorization of the Winship-Robbins Elementary School District in Sutter County. Our school provides education to students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties, spanning transitional kindergarten through 12th grade. FRCS provides flexible, personalized learning experiences through a diverse range of unique and dynamic programs. FRCS values and actively supports parental choice and personalized learning for all students.

FRCS Home School Teachers (HSTs) are credentialed California educators who collaborate with families to foster, guide, and enhance students' educational needs. Emphasizing collaboration with academic achievement and holistic child development through personalized learning is central to our approach.

At Feather River Charter School, we have established Schoolwide Learner Outcomes (SLOs) as goals for our students. These outcomes are integral to our school culture, reflecting our vision, College and Career Readiness standards, and a commitment to educating the whole child.

FRCS has continued to increase offerings in the Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA). JHVA and HSVA are offerings that are dedicated to providing direct instruction as additional support for students. Both programs provide live online instruction with standards-aligned courses facilitated by credentialed teachers.

FRCS teachers collaborate with parents/guardians/caregivers to develop learning plans for students. During each learning period, the teacher collaborates to review lessons to be completed within a specified timeframe. Students have access to comprehensive online curricula aligned with educational standards. Benchmark diagnostic assessments, administered in fall, winter, and spring for grades TK-12, offer crucial proficiency data across various subjects. This data, coupled with learning styles, informs the development of individualized learning paths, enabling students to target specific objectives and standards. Regular assessment determines mastery levels, and personalized learning plans expedite student progress. Teachers deliver instruction and support in person or online through web-conferencing platforms. This flexibility allows for collaboration and instruction using video, voice, text, and shared writing space. With 24-hour access to all curricula, learning can occur at various locations, including libraries and students' residences, according to individual preferences.

2023-24 School Description and Mission Statement

FRCS has implemented an online direct instruction platform, offering four to six-week intervention courses in mathematics and language arts. Additional programs focus on instilling critical thinking skills essential for success in college and career pathways. Our tiered support system is robust, catering to diverse learning styles. FRCS consistently adapts programs to meet the evolving needs of the student population. The leadership and staff eagerly anticipate continued collaboration with our educational partners, providing a compelling option for students seeking an independent study/homeschool program.

OUR VISION

Feather River Charter School develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

OUR MISSION

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 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.

FEATHER RIVER STUDENTS ARE:

- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.
- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	269
Grade 1	212
Grade 2	202
Grade 3	226
Grade 4	191
Grade 5	199
Grade 6	195
Grade 7	202
Grade 8	176
Grade 9	156
Grade 10	134
Grade 11	127
Grade 12	76
Total Enrollment	2,365

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.1%
American Indian or Alaska Native	0.1%
Asian	2.3%
Black or African American	1.9%
Filipino	0.9%
Hispanic or Latino	13.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.4%
White	70.2%
English Learners	7.5%
Homeless	1.3%
Socioeconomically Disadvantaged	41.3%
Students with Disabilities	8%

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

2020-21 Teacher Preparation and Placement

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)	24.60	52.38	34.20	59.73	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.36	0.10	0.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	19.60	41.78	20.10	35.10	12115.80	4.41
Unknown	2.50	5.46	2.70	4.86	18854.30	6.86
Total Teaching Positions	47.00	100.00	57.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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)	36.60	50.17	53.50	58.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.37	1.20	1.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	36.00	49.44	36.40	39.97	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	72.90	100.00	91.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	19.60	35.60
Total Out-of-Field Teachers	19.60	36.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus ALEKS EdMentum OPEd Academy Edgenuity	Yes	0%

	BrightThinker		
Mathematics	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science	Acellus ALEKS Edgenuity BrightThinker	Yes	0%
History-Social Science	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Foreign Language	Acellus ALEKS EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Health	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Visual and Performing Arts	Acellus EdMentum OPEd Academy Edgenuity BrightThinker	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

Feather River Charter School maintains facilities in proper condition, The site maintains a Site Safety Plan.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	43	43	42	47	46
Mathematics (grades 3-8 and 11)	33	30	32	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1333	1284	96.32	3.68	42.76
Female	675	647	95.85	4.15	45.60
Male	654	634	96.94	3.06	39.91
American Indian or Alaska Native	0	0	0	0	0
Asian	36	34	94.44	5.56	35.29
Black or African American	21	20	95.24	4.76	35.00
Filipino	--	--	--	--	--
Hispanic or Latino	183	175	95.63	4.37	42.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	126	91.97	8.03	45.24
White	940	913	97.13	2.87	43.15
English Learners	84	82	97.62	2.38	9.76
Foster Youth	0	0	0	0	0
Homeless	26	22	84.62	15.38	31.82
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	556	536	96.40	3.60	37.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	112	88.89	11.11	25.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1333	1286	96.47	3.53	29.63
Female	675	649	96.15	3.85	24.81
Male	654	634	96.94	3.06	34.54
American Indian or Alaska Native	0	0	0	0	0
Asian	36	35	97.22	2.78	25.71
Black or African American	21	20	95.24	4.76	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	183	175	95.63	4.37	26.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	126	91.97	8.03	26.19
White	940	914	97.23	2.77	31.40
English Learners	84	84	100.00	0.00	19.05
Foster Youth	0	0	0	0	0
Homeless	26	22	84.62	15.38	4.55
Military	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	556	538	96.76	3.24	24.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	112	88.89	11.11	16.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.30	34.75	20.83	7.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	574	548	95.47	4.53	35.04
Female	288	276	95.83	4.17	30.80
Male	283	270	95.41	4.59	39.26
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	12.50
Black or African American	15	14	93.33	6.67	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	77	73	94.81	5.19	28.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	47	90.38	9.62	48.94
White	406	390	96.06	3.94	35.64
English Learners	29	29	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	245	237	96.73	3.27	29.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	42	82.35	17.65	21.43

2022-23 Career Technical Education Programs

Career Technical Education (CTE) at Feather River Charter School stands as a dynamic program that seamlessly integrates core academic knowledge with technical and occupational expertise. Our commitment to evolving alongside the swiftly changing demands of the workplace is reflected in the ongoing development and implementation of various CTE pathways.

In adherence to the statewide Doing What Matters Initiative (DWMI), we are dedicated to crafting a CTE program that is finely tuned to the requirements of regional economies. Collaborating proactively with local colleges and industry representatives, we strive to introduce CTE course pathways, internships, and industry certificates that equip students for the dynamic regional labor market. Upon successfully completing a CTE pathway, students are awarded a CTE Completer Certificate, a testament to their readiness for the workforce.

Our diverse range of pathways serves as a comprehensive approach, with some designed to provide students with the knowledge necessary to excel in industry certification exams. Others seamlessly integrate certifications into the coursework, offering students a direct pathway to apply for career-ready positions. Importantly, our CTE program is not only a bridge to the professional world but also a stepping stone to higher education. Actively aligning our courses with the University of California A-G subject-area requirements, several of our offerings facilitate dual enrollment as a capstone course.

Inclusivity is at the heart of our CTE program, ensuring access for all students regardless of gender, socio-economic status, special needs, or English proficiency. Currently, we proudly offer 10 CTE pathways spanning eight industry sectors, including Arts, Media and Entertainment, Business & Finance, Health Science & Medical Technology, Marketing, Sales and Services, Public Service, Hospitality, Information & Communication Technologies, Engineering, and Architecture.

As part of our ongoing commitment to student satisfaction and success, we actively seek feedback to refine and expand our program, tailoring CTE pathways and courses to match the interests and aspirations of our students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	18
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.77
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.19

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.49%	100%	99.49%	99.49%	99.49%
Grade 7	96.91%	97.94%	98.45%	98.45%	98.97%
Grade 9	94.59%	96.62%	95.95%	95.95%	98.65%

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.

2023-24 Opportunities for Parental Involvement

Feather River Charter School is committed to fostering active engagement with parents/guardians/caregivers, and teachers through a diverse range of platforms, media, and events. Information about board meetings, parent education workshops, weekly Community Connection events, and staff office hours can be accessed through our school websites, social media platforms, and the weekly .that are emailed to the families

The Board of Directors at Feather River Charter School is comprised of parents/guardians/caregivers of current or past students and community members who actively influence the governance of the school. Our parents and students contribute valuable insights pertaining to program planning, design, and implementation. In alignment with the essence of our program, parents/guardians/caregivers play a direct role in their child's education and often lend their support to community events, park days, as well as other school-related activities.

To comprehensively gauge parent satisfaction, we administer electronic surveys annually in the spring. These surveys are thoughtfully crafted to specifically assess parent satisfaction on the effectiveness of all aspects of the school.

Our commitment to communication and support is further exemplified through our Family Liaisons. Serving as a vital bridge between school, home, and community. They work directly with families, facilitating communication and offering support. Our families can easily communicate their needs and provide feedback to our family liaison through various channels, including social media platforms. Contact information for our family liaison is readily available in our weekly newsletter and directly through our school phone number: (916) 957-5781.

Furthermore, Feather River Charter School has established partnerships with local community organizations and businesses. Through these collaborations, we provide educational workshops, lessons, classes, and outreach programs that significantly enhance the overall educational experience for our students.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	10.5	11.4	5.6	10.5	11.4	5.6	9.4	7.8	8.2
Graduation Rate	86	84.8	89.8	86	84.8	89.8	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	108	97	89.8
Female	50	45	90.0
Male	58	52	89.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	16	13	81.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	77	71	92.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	60	54	90.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	12	80.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2542	2505	39	1.6
Female	1241	1223	17	1.4
Male	1295	1276	21	1.6
Non-Binary	6	6	1	16.7
American Indian or Alaska Native	3	2	0	0.0
Asian	58	57	0	0.0
Black or African American	54	54	3	5.6
Filipino	21	21	0	0.0
Hispanic or Latino	341	339	13	3.8
Native Hawaiian or Pacific Islander	11	10	1	10.0
Two or More Races	168	164	6	3.7
White	1778	1752	15	0.9
English Learners	221	217	7	3.2
Foster Youth	4	4	2	50.0
Homeless	53	53	1	1.9
Socioeconomically Disadvantaged	1085	1067	26	2.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	240	233	6	2.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.04	0.21	0.08	0.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.04	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.04
Female	0	0
Male	0.08	0.08
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.06	0.06
English Learners	0.45	0.45
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.09	0.09
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Feather River Charter School prioritizes the safety and well-being of its students and staff through a meticulously crafted Comprehensive Safety Plan. This plan undergoes a thorough review, update, and discussion each fall before the commencement of the school year. Approved on December 6, 2022, the Comprehensive Safety Plan serves as a robust framework for emergency procedures, evacuation routes, incident command system procedures, and an injury and illness prevention plan for the upcoming 2023-2024 school year.

Within the FRCS Resource Center, readily available "Readiness and Emergency Plans" outline schoolwide crisis protocols, ensuring preparedness for any unforeseen events. Recognizing the importance of mental health support during crises, Feather River Charter School employs qualified School Psychologists and Counselors to assist students and staff in navigating challenging situations.

The Governing Board of FRCS is dedicated to creating and maintaining a safe and secure environment for everyone on campus. To reinforce this commitment, board policies specifically tailored to support student safety have been established and can be accessed on the school's website.

Ensuring that every staff member is well-equipped to respond to safety concerns, FRCS mandates annual comprehensive safety training aligned with essential educational content. This includes but is not limited to Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment, and Suicide Prevention. As part of an ongoing commitment to safety, Feather River Charter School remains proactive in enhancing training programs and adapting board policies as necessary to address the evolving needs of both students and staff.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	60		
1	2	54		
2	2	63		
3	2	54		
4	1	78		
5	1	54		
6	1	68		
Other	3	8		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	93		
1	2	65		
2	2	66		
3	2	66		
4	2	64		
5	2	65		
6	2	66		
Other	4	20		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	128	0	0
1	2	81	0	0
2	2	79	0	0
3	2	85	0	0
4	2	77	0	0
5	2	84	0	0
6	2	85	0	0
Other	4	31	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	151		
Mathematics	2	138		
Science	2	114		
Social Science	2	160		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	176	2	1
Mathematics	2	169		
Science	2	141	1	
Social Science	2	167		1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	217	0	3
Mathematics	2	208	0	2
Science	2	175	1	1
Social Science	2	192	0	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1689.29

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	22.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,625	743	9,882	69,778
District	N/A	N/A	9,882	\$52,547
Percent Difference - School Site and District	N/A	N/A		0.61
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Feather River Charter School is proud to be funded by a diverse array of resources, ensuring a robust support system for our students. Our funding sources include the Local Control Funding Formula (LCFF), Special Education funds, lottery proceeds, the Environmental Protection Account (EPA), mandated cost block, and various state one-time grants, such as Extended Learning Opportunities (ELO) and the Educator Effectiveness Block Grant (EEBG). Additionally, we receive Federal Special Education funding, Title II and III funding, and federal grants such as ESSER II and III.

Student-Centric Approach:

At Feather River, each student benefits from dedicated funding for instructional materials, support services, and a commitment to providing comprehensive services that prioritize unduplicated and at-risk students. We recognize the importance of socialization and social-emotional support, which is integrated into our expanded programs, including intervention services and counseling. Our unique offerings, such as Adventure Academy, community programs, field trips, and park days, seamlessly blend socialization with educational activities.

Academic Development and Innovative Programs:

We take pride in our Junior High and High School Virtual Academy, which focuses on supporting and expanding the learning and development of all students. Eligible students with Individualized Education Plans (IEPs) receive special education services, including the provision of technology and related educational materials.

Inclusive Services:

Our commitment to inclusivity extends to specialized services for Foster Youth, Homeless, and Socio-Economically Disadvantaged students. We believe in providing equal opportunities for all students to thrive.

Holistic Support:

In addition to academic support, our school places a high value on the social and emotional well-being of our students. Our counseling services cover both academic and career aspects, and 504 services and supports are available to address individual needs.

Empowering Parents and Professional Development:

We actively promote Parent Education to ensure that families are equipped with the tools and knowledge to support their children's educational journey. Simultaneously, we invest in Staff Professional Development to empower our educators with the latest insights and techniques, ensuring that they can deliver the best possible education to our students.

At Feather River Charter School, we believe in fostering a supportive and enriching environment for all our students, recognizing and celebrating their unique strengths and challenges. Through collaboration, innovation, and a commitment to continuous improvement, we strive to make a positive impact on the lives of the students we serve.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,060	\$48,481
Mid-Range Teacher Salary	\$60,602	\$73,129
Highest Teacher Salary	\$97,383	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$127,984	\$138,991
Percent of Budget for Teacher Salaries	17.6%	29.34%
Percent of Budget for Administrative Salaries	5.32%	5.99%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	11