

Foresthill Divide School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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.

2022-23 School Contact Information

School Name	Foresthill Divide School
Street	22888 Foresthill Road
City, State, Zip	Foresthill, CA 95631
Phone Number	530-367-3782
Principal	Rebecca Kattenhorn
Email Address	rkattenhorn@fusd.org
School Website	www.fusd.org
County-District-School (CDS) Code	31668376031116

2022-23 District Contact Information

District Name	Foresthill Union School District
Phone Number	530-367-2966
Superintendent	Camille Taylor, Ed.D.
Email Address	ctaylor@fusd.org
District Website Address	www.fusd.org

2022-23 School Overview

Principal's Message:

Foresthill Union School District is located in the Foothills of Northern California in beautiful Placer County approximately 20 miles from Auburn, California on the divide between the North and Middle Fork of the American River. Foresthill was home to one of the earliest gold mining camps in California. The first school in Foresthill was established in 1858. As our Chamber of Commerce states, "Foresthill is a peaceful world away from the hustle and bustle of the Sacramento metropolis." The Foresthill Union School District's mission is to provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

Foresthill Divide School (FDS) serves approximately 450 students in Transitional Kindergarten through 8th Grade. FDS is a family-oriented school where parents, students, staff and community members work collaboratively to inspire students to achieve their highest potential. FDS staff is highly qualified, skilled and committed to engaging students in learning experiences that are both meaningful and academically challenging.

2022-23 School Overview

Foresthill Divide School is a PBIS (Positive Behavior Interventions and Support) school. PBIS is an evidenced-based multi-tiered system and framework for recognizing and improving students' behavior, academic, social, emotional and mental health. This framework uses a wide range of student data which staff collect, monitor, and evaluate to better understand and meet student needs as a means of cultivating their capacity to understand themselves and develop skills in self-regulation. Through clear and consistent expectations, teachers explicitly support safe, respectful, and responsible choices in all areas on campus. Positive behaviors are recognized throughout each day, in weekly acknowledgements and at assemblies.

In addition to high quality instruction, FDS offers before and after school expanded learning opportunities for students. This program incorporates multiple classes in 6-week cycles, including Spanish Language and Culture, AI Robotics, Cooking, Electric and Acoustic Guitar, Yearbook/Journalism, Leadership, Theater, Glee, STEAM, Gardening and Art. Additionally, FDS hosts multiple sports throughout the year (basketball, volleyball, track, cross country, and soccer). We work closely with Foresthill High School to provide multiple opportunities for our students and staff to collaborate.

Foresthill Union School District and Foresthill Divide School pursue excellence in education through inclusive practices in governance and planning combined with thoughtful investment in technology, curriculum, and professional development for all staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	45
Grade 2	51
Grade 3	51
Grade 4	49
Grade 5	49
Grade 6	48
Grade 7	36
Grade 8	35
Total Enrollment	425

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
Non-Binary	0
American Indian or Alaska Native	0.5
Asian	0.2
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.0
White	75.3
English Learners	1.2
Foster Youth	0.9
Homeless	1.9
Migrant	0
Socioeconomically Disadvantaged	40.2
Students with Disabilities	11.3

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)	20.80	99.05	20.80	99.05	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)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.20	0.95	0.20	0.95	18854.30	6.86
Total Teaching Positions	21.00	100.00	21.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Physical inventory checks of textbooks for the 2022-2023 school year were conducted in September 2022, and determined that the school has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and off campus.

While the California Department of Education engages in a cycle of curriculum and supplementary instructional materials to ensure equity and consistently high quality and current instruction for each and every student, FDS is behind schedule on curriculum adoption Science and History-Social Science. Staff are currently piloting materials for Science and curriculum adoption and purchase will take place in the 22-23 school year. History-Social Science curriculum will be piloted and adopted in the 23-24 school year.

The adoption process ensures that all recommended curriculum and instructional materials are available for examination by parents/guardians at the district office prior to adoption. This public examination includes information collected through the pilot process on the quality, currency, and availability of the standards-aligned textbooks and other instructional materials to be adopted.

Year and month in which the data were collected

2022 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Big Day, Houghton Mifflin Harcourt 2017 K-5th: Journeys, Houghton Mifflin Harcourt 2017 6th: Collections, Houghton Mifflin Harcourt 2017 7-8th: EMC—Mirrors & Windows 2017 Adopted 2016	Yes	0%
Mathematics	K-5th Go Math, Houghton-Mifflin Harcourt, 2015 6th-8th College Preparatory Mathematics--Core Connections Courses 1-3 (2013) adopted 2014	Yes	0%
Science	MacMillan/McGraw Hill, 2007 5th-8th Glencoe/McGraw Hill, 2007 5th MacMicillan/McGraw Hill, 2008	Yes	0%
History-Social Science	Pearson Scott Foresman(K-2nd) Houghton-Mifflin (3rd-4th), 2007 5th Houghton Mifflin, 2007 6th-8th TCI, 2005	Yes	0%
Foreign Language	n/a		
Health	Kendall/Hunt, 1991 Positive Prevention Plus, 2018 (8th grade)	Yes	0%
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

School Facility Conditions and Planned Improvements

Foresthill Divide School has 22 classrooms, a library, fully service kitchen, gym/multi-purpose room, and administration building. Portable classrooms have been added to the campus periodically to accommodate growth. FDS takes pride in the beauty, functionality and safety of its campus and facilities. Safety is a priority at Foresthill Divide School. Signs posted throughout the campus require all visitors to register with identification at the school office and obtain a visitor badge or sticker before entering the campus, a policy closely monitored by all staff. Personnel supervise students at all times, including before school (with students entering campus at 7:45 a.m.), during breaks, after school, and while participating in after school expanded learning. Through consistent application of the PBIS framework, students are introduced to and supported in meeting our school's clear behavior expectations.

The Comprehensive School Safety Plan described above details staff response protocols to emergencies situations. Foresthill Divide School installed fencing around the front of the campus to secure the campus during school hours.

Site and District personnel partner to maintain the beauty and safety of our campus. Fire, insurance, health department and other inspections are routinely performed to ensure the facilities are neat, clean, and in good repair. Major projects and deep cleaning of the buildings are generally completed during school breaks. The district participates in the State School Deferred Maintenance Program and actively seeks private and government grants to cover necessary expenditures for major repairs or replacement of existing school facility components,

The school uses an online work order platform to ensure timely response to ongoing facilities needs and to track facilities work data for personnel and budgetary planning to meet the school's facilities needs.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Tk-3 bathrooms urinals and sinks need to be lowered and updated. Staff restrooms adjacent to the library need flooring and sink work.
Safety: Fire Safety, Hazardous Materials	X			All hazardous materials are stored in a fire safe container.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Uneven concrete throughout campus needs to be ground down or replaced

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	50	N/A	50	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	43	N/A	33

2021-22 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	283	278	98.23	1.77	50.00
Female	155	152	98.06	1.94	54.61
Male	128	126	98.44	1.56	44.44
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	43.75
White	218	216	99.08	0.92	51.85
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	27.27
Socioeconomically Disadvantaged	110	108	98.18	1.82	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	37	94.87	5.13	13.51

2021-22 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	283	276	97.53	2.47	43.48
Female	155	151	97.42	2.58	40.40
Male	128	125	97.66	2.34	47.20
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	35.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	15	78.95	21.05	53.33
White	218	215	98.62	1.38	44.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	22.73
Socioeconomically Disadvantaged	110	107	97.27	2.73	38.32
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	36	92.31	7.69	11.11

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	30.86	43.18	30.86	43.18	28.5	29.47

2021-22 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	90	88	97.78	2.22	43.18
Female	44	43	97.73	2.27	39.53
Male	46	45	97.83	2.17	46.67
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	15	15	100	0	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	65	100	0	44.62
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.37	2.63	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100	100	100	100
Grade 7	97	97	97	97	97
Grade 9	NA	NA	NA	NA	NA

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.

2022-23 Opportunities for Parental Involvement

FDS families are welcome on our campus and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, is one of our primary means of engaging with our educational partners in important decision-making for our school, advising on curriculum selection, budget and facilities planning, and culture/engagement strategies for improved student outcomes. Our Parent Teacher Organization (PTO) partners with the school, to plan events and fundraisers throughout the school year. Our PTO proudly sponsors the FDS Fall Festival and Spring Carnival.

FDS seeks parent and community input in the development of the District Local Control Accountability Plan (LCAP). The Parent Advisory Committee supports the development and evaluation of annual goals and actions designed to improved student outcomes and support District goals. Parents/Guardians are encouraged to volunteer in our classrooms and participate in class field trips and sports events. Communication among the school staff and families is a priority. The school sends bi-weekly newsletters email, social media and website and our school messaging system reaches families for emergency communication and updates as needed.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	478	474	52	11.0
Female	241	239	23	9.6
Male	237	235	29	12.3
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	4	4	2	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	76	74	7	9.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	20	20	1	5.0
White	356	355	35	9.9
English Learners	5	5	0	0.0
Foster Youth	11	11	5	45.5
Homeless	21	21	8	38.1
Socioeconomically Disadvantaged	214	212	33	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	13	18.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.56	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.62	4.81	1.61	4.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0.00
Female	1.24	0.00
Male	8.44	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	10.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	0.00
White	3.37	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	5.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.04	0.00

2022-23 School Safety Plan

The safety of students and staff is a top priority at Foresthill Divide School. The school complies with all state, federal and local laws, rules, and regulations, including those pertaining to hazardous materials and state earthquake standards. The FDS Comprehensive School Safety Plan (CSSP) is reviewed and updated annually each fall by the School Safety Committee in consultation with local fire district and law enforcement, and is reviewed with staff at the start of each school year.

Our CSSP includes a disaster preparedness plan with steps for ensuring student and staff safety in the event of a disaster. Monthly safety drills are conducted throughout the school year and include fire/evacuation, earthquake, lockdown, and shelter-in-place. CSSP information and evacuation maps are posted in each classroom and guest teachers and staff are provided with a copy of emergency procedures when they arrive on campus.

Students are supervised during school day recess by Campus Supervisors who use PBIS strategies to support student safety during lunch break/recess.

The campus is secure with a fence and locked gate. All campus visitors must sign in at the school office and sign out upon leaving.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	1	1	
1	25		2	
2	20	2		
3	23		2	
4	23		2	
5	19	2		
6	19	2		
Other	5	1		

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	17	2		
1	22		2	
2	20	2		
3	16	2		
4	17	2		
5	17	2		
6	19	2		

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	22		2	
1	25		2	
2	23		2	
3	28		2	
4	26		2	
5	24		2	
6	25		2	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$12,509.13	\$4,432.44	\$8,076.68	\$62,995
District	N/A	N/A	\$8,076.68	\$62,995
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	20.2	-16.1

2021-22 Types of Services Funded

Foresthill Union School District receives funding for the following services:

Socio-Emotional Learning/Mental Wellbeing/Health: Mental Health Grant, PBIS Funding; SMAA funding

Instruction/Academics: Continuous Improvement and Support Grant; Arts, Music, & Instructional Materials Block Grant; Expanded Learning Opportunities Grant; Title 1 funding, Supplemental Grant Fund; Educator Effectiveness Grant; ESSER funding;

Special Education: SELPA funding

Child Nutrition: Kitchen Infrastructure and Technology Grant; Equipment Assistance Grant; National School Lunch Program

Expanded Learning Opportunities Program/Student Leadership/Athletics: Expanded Opportunities Grant; Expanded Learning Opportunities Program Funding

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Academic and socio-emotional growth of each and every student is at the heart of our professional development strategies. FDS relies heavily upon various data to inform our professional learning planning. Collaborative data analysis forums are held throughout the school year where staff review academic, attendance and suspension/expulsion data identify areas of student need. Data from Annual California Schools Staff Survey, California Schools Parent Survey, California Healthy Kids Survey (CHKS), Local Performance Indicator Survey also inform this process.

FDS' academic calendar includes three full days of staff development professional learning community (PLC) collaboration time on early-release Fridays. Pemphasis includes closing individual and student group gaps in meeting / exceeding academic standards in Mathematics, implementation of Universally Designed Learning (UDL) strategies, Positive Behavior Interventions and Supports (PBIS), and Trauma-Informed Practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3