Foresthill Divide School

22888 Foresthill Road • Foresthill, CA 95631 • 530.367.3782 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Mission Statement: Foresthill Union School District will provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

Foresthill Divide School provides education to students in grades TK-8th and is home to approximately 420 students. Foresthill Divide School is nestled in the Foothills of Northern California. Our community is filled with many active members and many different social clubs including the Lions Club, American Legion, and multiple others. However, many business in the community have had to leave our town. FDS offers after school intervention programs for students struggling academically, multiple sports throughout the year (basketball, volleyball, track, cross country, and soccer) and Intervention/Enrichment for 6-8th grade students. We work closely with Foresthill High School and provide multiple opportunities for our students and staff to get together and create opportunities for all students. Foresthill Divide School continues to pursue excellence in education by providing the most up to date technology, curriculum and professional development for staff.

Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, areas for improvement, categorical programs and budget. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events. Our goal at FUSD is to continue to meet the needs of all of our students.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	42
Grade 2	47
Grade 3	42
Grade 4	36
Grade 5	36
Grade 6	52
Grade 7	43
Grade 8	33
Total Enrollment	394

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1
Asian	0.8
Filipino	0.3
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.8
White	78.9
Two or More Races	2.8
Socioeconomically Disadvantaged	43.4
English Learners	0.5
Students with Disabilities	11.2
Foster Youth	1
Homeless	5.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Foresthill Divide School	17-18	18-19	19-20
With Full Credential	21	21	20
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Foresthill Union School	17-18	18-19	19-20
With Full Credential	♦	♦	20
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Foresthill Divide School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

   *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Quality, Currency, Availability of Textbooks and Instructional Materials. Physical inventory checks of textbooks for the 2019-2020 school year were conducted in November 2019, and determined that the school within the district had sufficient and good quality textbooks, instructional materials, or 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 to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in the 2019-2020 school year about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: 2019 November

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK: Big Day, Houghton Mifflin Harcort 2017 K-5th: Journeys, Houghton Mifflin Harcourt 2017 6th: Collections, Houghton Mifflin Harcourt 2017 7-8th: EMC—Mirrors & Windows 2017 Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	K-5th Go Math, Houghton-Mifflin Harcourt, 2015 6th-8th College Preparatory Mathematics--Core Connections Courses 1-3 (2013) adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	MacMillan/McGraw Hill, 2007 5th-8th Glencoe/McGraw Hill, 2007 5th MacMicillan/McGraw Hill, 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Pearson Scott Foresman(K-2nd) Houghton-Mifflin (3rd-4th), 2007 5th Houghton Mifflin, 2007 6th-8th TCI, 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	n/a
Health	Kendall/Hunt, 1991 Positive Prevention Plus, 2018 (8th grade) **The textbooks listed are from most recent adoption:** Yes
Visual and Performing Arts	n/a
Science Laboratory Equipment	n/a

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 22 classrooms including a library, gym/multi-purpose room, and an administration building. Portables have been added to the campus periodically to accommodate growth. 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 before school (with students allowed on campus at 7:45 a.m.), after school and during recesses. A school-wide plan clearly outlines expectations for student behavior, and a comprehensive safety plan details staff response to emergencies.

The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually every fall by the School Safety Committee and reviewed with staff at the start of the school year.

Site and District personnel work together to maintain the campus on a daily basis. Formal inspections are routinely performed to ensure the facilities are neat, clean and in good repair. Major projects and deep cleaning of the buildings are completed during school breaks. The district participates in the State School Deferred Maintenance Program which assists with expenditures for major repairs or replacement of existing school components.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Replaced three classroom HVACs
Interior: Interior Surfaces	Fair	Resurfaced gym wall and floors
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Received vendor training and new chemicals
Electrical: Electrical	Fair	Replaced old fire panel with sub-panel to communicate with an existing panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	None
Safety: Fire Safety, Hazardous Materials	Fair	Replaced old fire panel with sub-panel to communicate with an existing panel/On-line safety trainings
Structural: Structural Damage, Roofs	Fair	Replaced one classroom roof. Repaired one classroom roof. Gym skylights replaced with roofing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	New Kindergarten bicycle trail installed. Stucco wall repaired on Math building.
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	42	48	42	50	50
Math	34	36	34	36	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.8	18.4	21.1
7	22.9	12.5	29.2

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	244	97.99	41.80
Male	115	113	98.26	33.63
Female	134	131	97.76	48.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	35	35	100.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	195	190	97.44	43.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	120	99.17	35.00
English Learners	--	--	--	--
Students with Disabilities	31	31	100.00	19.35
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	244	97.99	36.48
Male	115	114	99.13	36.84
Female	134	130	97.01	36.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	35	34	97.14	14.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	195	191	97.95	39.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	119	98.35	29.41
English Learners	--	--	--	--
Students with Disabilities	31	31	100.00	16.13
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, areas for improvement, categorical programs and budget. The Health and Safety Committee offers parents the opportunity to provide input and action for school related health and safety matters. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events. Several meetings are scheduled throughout the school year to have parents directly involved in reviewing and preparing the current district/school LCAP. Parents are encouraged to become cleared classroom volunteers and attend field trips and sports events. Weekly communication via the school newsletter is available to families.

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.

School Safety Plan
The 2018-19 Safe Schools Plan for Foresthill Divide School was developed cooperatively by the School Site Council and district personnel. The 2019-20 plan is still in development and will be updated annually and will contain all the elements required in Senate bill 187: (1) An assessment of the current status of school-related crime, and; (2) Appropriate strategies designed to maintain a high level of school safety. Also included in this document are the school's Emergency Response Plan and the annual results of the Parent Opinion Survey. Date of Board Approval, 12/4/2017.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.1	5.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.1	5.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		16	2	2		20	2	4	
1	25		2		17	1	2		21	2	2	
2	17	2			17	1	2		24		4	
3	28		1		12	3			21		4	
4	30		2		33			2	27	1		1
5	23		12	1	33		10	2	23	3	5	2
6	30		6		20	1	12		32		8	2
Other**					5	1						

*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.

Professional Development provided for Teachers

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

Three staff development days are built into the calendar each year. Topics vary depending on determined need, but in the past have included extensive instruction in the teaching of research-based reading/language arts, math and the use of technology in the classroom. For the 2019-2020 school year staff collectively attended professional development in assessment review/evaluation, PBIS, active shooter training/safety protocol throughout campus, first aid/CPR, blood borne pathogens, and multiple technology sessions. Individual staff were afforded numerous PD opportunities on an as needed basis.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,585	$45,252
Mid-Range Teacher Salary	$62,584	$65,210
Highest Teacher Salary	$75,696	$84,472
Average Principal Salary (ES)	$0	$107,614
Average Principal Salary (MS)	$0	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$125,199	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	31%
Administrative Salaries	5%	7%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,147.60	$0	$11,092.00	$65,248
District	N/A	N/A	$11,092.00	$60,706.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	43.6	3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

This section provides specific information about the types of programs and services available at Foresthill Divide School that support and assist students. Those programs include Special Education, School and Library Improvement Program (SLIP), transportation, instructional materials, staff development, and Title I.

DataQuest

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

Internet Access

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