Foresthill Divide School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 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	www.fusd.org

2023-24 School Description and Mission Statement

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 and 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.

Foresthill Divide School is a PBIS (Positive Behavior Interventions and Support) school. PBIS is an evidenced-based multi-

2023-24 School Description and Mission Statement

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 our morning announcements, 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	43
Grade 2	50
Grade 3	48
Grade 4	56
Grade 5	54
Grade 6	54
Grade 7	47
Grade 8	37
Total Enrollment	446

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.7%
Black or African American	0.9%
Filipino	0.4%
Hispanic or Latino	13.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.8%
White	77.8%
English Learners	0.4%
Foster Youth	0.2%
Homeless	2.5%
Socioeconomically Disadvantaged	42.4%
Students with Disabilities	12.1%

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.

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)	19.00	90.48	19.00	90.48	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)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.76	1.00	4.76	11953.10	4.28
Unknown	1.00	4.76	1.00	4.76	15831.90	5.67
Total Teaching Positions	21.00	100.00	21.00	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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 for science and history/social science. A new science curriculum is being piloted and will be adopted for the 23-34 school year. The adoption process requires 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 Harcort 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 MacMillan/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		

School Facility Conditions and Planned Improvements

Foresthill Divide School is a wonderful facility with 22 classrooms, a library, full service kitchen, gym/multi-purpose room, and administration building. Portable classrooms have been added to the campus periodically to accommodate growth. Our campus includes 2 playgrounds, a kickball/team sport area, blacktop with basketball goals, soccer/football field, and "quad" area with sensory paths, four square, etc. We provide both outdoor and indoor seating for lunch and we take pride in the beauty, functionality and safety of our campus and facilities. Safety is a priority at Foresthill Divide School. We are a fence enclosed property with locked gates during school hours. 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.

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		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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)	50	39	50	39	47	46
Mathematics (grades 3-8 and 11)	43	33	43	33	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	299	299	100.00	0.00	39.13
Female	156	156	100.00	0.00	42.95
Male	143	143	100.00	0.00	34.97
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	236	236	100.00	0.00	38.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	30.00
Socioeconomically Disadvantaged	134	134	100.00	0.00	34.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	21.05

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	299	299	100.00	0.00	32.89
Female	156	156	100.00	0.00	29.03
Male	143	143	100.00	0.00	37.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	32.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	46.67
White	236	236	100.00	0.00	32.34
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	25.00
Socioeconomically Disadvantaged	134	134	100.00	0.00	27.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	23.68

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)	43.18	39.56	43.18	39.56	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	95	95	100.00	0.00	37.89
Female	52	52	100.00	0.00	38.46
Male	43	43	100.00	0.00	37.21
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	75	75	100.00	0.00	42.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	38.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

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	100	100	100	100	100
Grade 7	100	100	100	100	100

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

FDS families are welcome on our campus, and many volunteer opportunities are available from participating on school committees to supporting teachers in the classroom. Our parents support our teachers directly through helping them prepare classroom materials, working with small groups or individuals, and assisting with celebrations and events. More formally, we utilize the School Site Council, with 50% of its seats reserved for parents, as 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 SSC meets monthly. Additionally, 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. To encourage and grow parental involvement, we make communication between the school staff and families 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	485	479	120	25.1
Female	246	242	61	25.2
Male	239	237	59	24.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	1	0	0	0.0
Black or African American	4	4	1	25.0
Filipino	2	2	0	0.0
Hispanic or Latino	66	66	21	31.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	20	19	9	47.4
White	374	370	85	23.0
English Learners	4	4	0	0.0
Foster Youth	4	4	1	25.0
Homeless	450	447	106	23.7
Socioeconomically Disadvantaged	476	472	118	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	20	28.6

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	1.62	4.81	3.09	1.61	4.81	3.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.09	0
Female	2.44	0
Male	3.77	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10	0
White	2.94	0
English Learners	0	0
Foster Youth	0	0
Homeless	3.11	0
Socioeconomically Disadvantaged	3.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.45	0

2023-24 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. The key elements of our CSSP are child abuse reporting procedures, disaster procedures, school suspension, expulsion and mandatory expulsion guidelines, procedures to notify teachers of dangerous pupils, sexual harassment policies, school-wide dress code relating to gang-related apparel, procedures for safe ingress and egress of stakeholders, school discipline rules and consequences and hate crime reporting procedures and policies. Our CSSP clearly identifies our incident command system, command team responsibilities and emergency response guidelines. The plan further identifies 17 types of emergencies and provides specific procedures for these. For example, we have specific emergency procedures for animal disturbances, fire, flooding and loss/failure of utilities, which are the most commonly faced in our area. We also have specific procedures for less common emergencies like aircraft crash, armed assault on campus and biological or chemical release.

Steps are taken to ensure that the plans in CSSP are familiar to all staff, students, and visitors through monthly safety drills, including 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. Our plan is developed in collaboration with our School Site Council and our school leadership team and is reviewed annually. One focus of our annual review is adding relevant and current specifics that address legal changes and/or new circumstances that have come to the forefront of our society.

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	17	1	2	0
1	22	0	2	0
2	20	0	2	0
3	16	2	0	0
4	17	0	2	0
5	17	2	0	0
6	19	1	1	0
Other	9	1	0	0

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	20	3	0	0
1	18	0	2	0
2	20	0	2	0
3	34	0	2	0
4	19	0	2	0
5	19	0	2	0
6	19	0	2	0
Other	9	1	0	0

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	23	3	1	1
1	28	0	2	1
2	33	0	2	1
3	31	0	2	1
4	37	0	2	1
5	26	1	2	1
6	27	1	2	1
Other	3	1	0	0

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	1
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	2

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	$12,509.13	$4,432.44	$8,076.68	$62,995
District	N/A	N/A	$8,076.68	$65,859
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	20.2	-16.1

Fiscal Year 2022-23 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 Oportunities Program/Student Leadership/Athletics: Expanded Opportunities Grant; Expanded Learning Opportunities Program Funding

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	$50,993	$48,481
Mid-Range Teacher Salary	$67,066	$73,129
Highest Teacher Salary	$81,117	$99,406
Average Principal Salary (Elementary)	$109,822	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$146,955	$138,991
Percent of Budget for Teacher Salaries	29.85%	29.34%
Percent of Budget for Administrative Salaries	5.75%	5.99%

Professional Development

FDS' academic calendar for 2022-2023 includes 3 full days of professional development for all certificated staff prior to the start of the school year and 1 day during the school year for all certificated staff members. Our professional development this year is aligned with our CSI eligibility and planning. After engaging in root cause analysis in collaboration with Placer County Office of Education, mathematics instruction was identified as our focus area for professional development. Staff participated in professional learning activities that included MTSS data analysis, Universal Design for Learning sttraties, and student-centered instructional strategies. In addition to working with our Placer County Office of Education partners, we also engaged an instructional coach to provide professional development during PD days, early release PLC days and to push into classrooms during instruction 1-2 days/week. On days when the instructional coaching occurred, roving substitute teachers were arranged to allow grade -evel cohorts additional feedback and collaboration time.

In addition to this focused professional development plan, FDS teachers and paraeducators were encouraged to seek other professional learning opportunities focused on areas of interest or need.

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	3	4	5