



# Foresthill Divide School

22888 Foresthill Road • Foresthill, CA 95631 • 530.367.3782 • Grades K-8

Rebecca Kattenhorn, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Foresthill Union School District

24750 Foresthill Road

Foresthill, CA 95631

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www.fUSD.org

#### District Governing Board

Sean Salveson, President

Josh Wilson, Clerk

Josh Hammari

Ian Hammer

Ed Lembke

#### District Administration

Shannon Jacinto

**Superintendent**

Rebecca Kattenhorn, Principal

### School Description

Our mission is to collectively provide all students with opportunities to develop full academic potential, as well as to understand and value themselves. Our education community provides a meaningful school experience and helps students take pride in both personal and community achievements. This school was formerly Foresthill Elementary School, a K - 4 school. We merged to one school in 2013, Foresthill Divide School, and now serve grades TK-8.

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	39
Grade 2	27
Grade 3	61
Grade 4	49
Grade 5	31
Grade 6	36
Grade 7	52
Grade 8	45
<b>Total Enrollment</b>	<b>399</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	3.3
Asian	1
Filipino	0
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	1
White	78.7
Two or More Races	1.8
Socioeconomically Disadvantaged	40.9
English Learners	1
Students with Disabilities	12
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Foresthill Divide School	14-15	15-16	16-17
With Full Credential	20	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Foresthill Union School District	14-15	15-16	16-17
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Foresthill Divide School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	65.9	34.1
Districtwide		
All Schools	65.9	34.1
High-Poverty Schools	65.9	34.1
Low-Poverty Schools	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Quality, Currency, Availability of Textbooks and Instructional Materials. Quarterly meetings with the School board are held to assure compliance with the Williams Act. The final meeting for the 2015-2016 school year was held on April 11, 2016, 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 2015-2016 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: School year 2015-2016 published in year school year 2016-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court, 2002 6th- 8th Holt Rinehart, 2003 5th Open Court, 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	K-5th Go Math, Houghton-Mifflin Harcourt, 2015 6th-8th College Preparatory Mathematics--Core Connections Courses 1-3 (2013) adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	MacMillan/McGraw Hill, 2007 5th-8th Glencoe/McGraw Hill, 2007 5th MacMicillan/McGraw Hill, 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Pearson Scott Foresman(K-2nd) Houghton-Mifflin (3rd-4th), 2007 5th Houghton Mifflin, 2007 6th-8th TCI, 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	Kendall/Hunt, 1991  <b>The textbooks listed are from most recent adoption:</b> Yes

### School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 21 classrooms, including a computer lab, a library, a 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 at the school office and obtain an identification badge 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: May, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	66	65	78	66	65	78	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>		40.6	56.2
<b>7</b>	15.7	37.3	35.3

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	41	37	41	37	44	48
<b>Math</b>	34	37	34	37	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	74	96.1	78.4
Male	40	39	97.5	79.5
Female	37	35	94.6	77.1
White	56	55	98.2	81.8
Socioeconomically Disadvantaged	19	17	89.5	58.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	38.7
	4	43	39	90.7	28.2
	5	32	32	100.0	40.6
	6	37	36	97.3	22.2
	7	53	52	98.1	42.3
	8	45	43	95.6	46.5
Male	3	27	26	96.3	26.9
	4	23	20	87.0	15.0
	5	13	13	100.0	15.4
	6	22	21	95.5	28.6
	7	26	25	96.2	28.0
	8	27	26	96.3	38.5
Female	3	36	36	100.0	47.2
	4	20	19	95.0	42.1
	5	19	19	100.0	57.9
	6	15	15	100.0	13.3
	7	27	27	100.0	55.6
	8	18	17	94.4	58.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	7	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	7	--	--	--	--
White	3	51	50	98.0	36.0
	4	29	26	89.7	26.9
	5	24	24	100.0	41.7
	6	25	24	96.0	33.3
	7	43	42	97.7	47.6
	8	32	31	96.9	51.6
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	25.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	63	62	98.4	50.8
	4	43	40	93.0	20.5
	5	32	32	100.0	25.0
	6	37	37	100.0	30.6
	7	53	52	98.1	51.0
	8	45	43	95.6	30.2
Male	3	27	26	96.3	61.5
	4	23	21	91.3	20.0
	5	13	13	100.0	15.4
	6	22	22	100.0	38.1
	7	26	25	96.2	36.0
	8	27	26	96.3	26.9
Female	3	36	36	100.0	42.9
	4	20	19	95.0	21.1
	5	19	19	100.0	31.6
	6	15	15	100.0	20.0
	7	27	27	100.0	65.4
	8	18	17	94.4	35.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	7	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
	7	--	--	--	--
White	3	51	50	98.0	53.1
	4	29	27	93.1	19.2
	5	24	24	100.0	29.2
	6	25	25	100.0	41.7
	7	43	42	97.7	56.1
	8	32	31	96.9	35.5
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	16	16	100.0	37.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--



**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

### C. Engagement

#### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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. Several meetings are scheduled throughout the school year to have parents directly involved in reviewing and preparing the current district/school LCAP.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

The Safe Schools Plan for Foresthill Divide School was developed cooperatively by the School Site Council and district personnel. The plan is updated annually and contains 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, 12/09/2016.

**Suspensions and Expulsions**

School	2013-14	2014-15	2015-16
Suspensions Rate	3.9	2.1	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.9	2.1	1.6
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

**Academic Counselors and Other Support Staff at this School**

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	21	24	2	1	2		1	2			
1	21	17	21	1	2	2	2		2			
2	24	21	27			1	2	3	1			
3	28	23	21			3	1	2	1			
4	33	28	22			2		1	2	1		
5	24	18	33	2	5	1	10	1	1		5	1
6	23	25	37		1	1	11	11	1			1

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	19	25	4	6	4	4	4	3			
Mathematics	13	13	20	7	6	5		1	2			
Science	24	19	25	2	3	4	2	2	3			
Social Science	24	19	25	2	3	4	2	2	3			

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

### Professional Development provided for Teachers

Three staff development days are built into the calendar each year. Topics vary depending on determined need, but have included extensive instruction in the teaching of research-based reading/language arts, math and the use of technology in the classroom. For the 2015-2016 school year staff attended multiple trainings designed to support the adoption of ELA curriculum TK-8th grade. Additional professional development was offered in Nurtured Heart Approach, safety protocol throughout campus, blood borne pathogens, and multiple technology courses to keep staff up to date on all changing standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,293	\$41,085
Mid-Range Teacher Salary	\$59,570	\$59,415
Highest Teacher Salary	\$72,050	\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$113,871	\$116,069
Percent of District Budget		
Teacher Salaries	39%	33%
Administrative Salaries	5%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,147.60	\$0	\$11,112.00	\$64,693
District	◆	◆	\$11,112.00	\$64,693
State	◆	◆	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			95.7	6.1

\* Cells with ◆ do not require data.

### 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, Gifted and Talented Education and Title I.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.