



# Foresthill Divide School

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

Rebecca Kattenhorn, Principal

rkattenhorn@fUSD.org

www.fUSD.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Foresthill Union School District

24750 Main Street  
Foresthill, CA 95631  
530.367.2966  
www.fUSD.org

#### District Governing Board

Sean Salvesson, President

Josh Wilson, Clerk

Edward Lembcke, Trustee

Casey Peoples, Trustee

Rachel Cottingham, Trustee

#### District Administration

Cindy Uptain

**Superintendent**

Rebecca Kattenhorn, Principal

### 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 400 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 Lion's 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	64
Grade 1	47
Grade 2	47
Grade 3	37
Grade 4	34
Grade 5	59
Grade 6	43
Grade 7	36
Grade 8	39
<b>Total Enrollment</b>	<b>406</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	0.5
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.5
White	78.8
Socioeconomically Disadvantaged	43.8
English Learners	0.7
Students with Disabilities	8.1
Foster Youth	2.2

## 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			
Foresthill Divide School	16-17	17-18	18-19
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Foresthill Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foresthill Divide School	16-17	17-18	18-19
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 2018-19)

Quality, Currency, Availability of Textbooks and Instructional Materials. Quarterly meetings with the School Board are held to assure compliance with the Williams Act. The meeting for the 2017-2018 school year was held on May 14, 2018, 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 2017-2018 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 2017-2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Health</b>	Kendall/Hunt, 1991 <b>The textbooks listed are from most recent adoption:</b> Yes

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

### 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, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	<b>Fair</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	48.0	43.0	48.0	48.0	50.0
Math	37.0	34.0	37.0	34.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.4	23.6	41.8
7	9.1	15.2	57.6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	239	232	97.07	48.28
<b>Male</b>	121	117	96.69	45.30
<b>Female</b>	118	115	97.46	51.30
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100.00	43.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	187	181	96.79	50.28
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	97	97.00	37.11
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	23	22	95.65	22.73
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	240	235	97.92	33.62
Male	122	119	97.54	40.34
Female	118	116	98.31	26.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	21.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	187	183	97.86	36.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	101	100	99.01	19
English Learners	--	--	--	--
Students with Disabilities	23	22	95.65	18.18
Foster Youth	--	--	--	--

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 2018-19)**

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. 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 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, 12/4/2017.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.7	2.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.7	2.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	21	16	1	1	2	2	2	2			
1	19	25	17	2		1		2	2			
2	27	17	17		2	1	1		2			
3	20	28	12	1		3	2	1				
4	25	30	33				2	2				2
5	30	23	33				6	12	10		1	2
6	26	30	20	2		1	2	6	12	4		
Other	25		5			1	1					

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).



### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	29.0	24.0	4		6	4	4			2	2
Mathematics	19.0	25.0	24.0	3		3	2	3				1
Science	24.0	29.0	23.0	2		4	2	2			1	1
Social Science	24.0	29.0	22.0	2		5	2	2			1	1

\* 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 2017-2018 school year staff attended multiple trainings designed to support the adoption of ELA curriculum TK-8th grade. Additional professional development was offered in PBIS, active shooter training/safety protocol throughout campus, blood borne pathogens, and multiple technology courses to keep staff up to date on all changing standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,509	\$44,375
Mid-Range Teacher Salary	\$63,799	\$65,926
Highest Teacher Salary	\$77,166	\$82,489
Average Principal Salary (ES)	\$0	\$106,997
Average Principal Salary (MS)	\$0	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$129,312	\$121,894
Percent of District Budget		
Teacher Salaries	34.0	32.0
Administrative Salaries	5.0	7.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,147.60	\$0	\$11,092.00	\$65,248
District	◆	◆	\$11,092.00	\$65,248
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			43.6	3.2

\* Cells with ◆ 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Foresthill Divide School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Foresthill Union School District	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

**2017-18 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

**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.