

# Foresthill Divide School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Foresthill Divide School
<b>Street</b>	22888 Foresthill Road
<b>City, State, Zip</b>	Foresthill, CA 95631
<b>Phone Number</b>	530-367-3782
<b>Principal</b>	Ashley Lawson
<b>Email Address</b>	alawson@fUSD.org
<b>School Website</b>	www.fUSD.org
<b>Grade Span</b>	3-8
<b>County-District-School (CDS) Code</b>	31-66837-6031116

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Foresthill Divide School (FDS) is located in the scenic foothills of Northern California in Placer County, approximately 20 miles northeast of Auburn, on the divide between the North and Middle Forks of the American River. Established in 1858, Foresthill's first school marked the beginning of a long-standing tradition of educational excellence and community pride. As the local Chamber of Commerce reflects, Foresthill offers "a peaceful world away from the hustle and bustle of the Sacramento metropolis," a setting that contributes to the strong sense of connection among families, students, and staff.

FDS serves approximately 260 students in grades third through eighth grade. The school operates two classrooms per grade level for a total of 10 classroom teachers. Foresthill Divide School also provides comprehensive special education services, including a two single-day classrooms and a successful resource program. Many members of the FDS staff are lifelong Foresthill residents and former students, creating a unique multigenerational connection that strengthens relationships, preserves valued traditions, and supports a close-knit school culture.

Foresthill Divide School is committed to providing meaningful, academically rigorous learning experiences that engage, challenge, and inspire all students. Our dedicated and highly qualified staff work collaboratively to support students' academic achievement, social-emotional development, and overall well-being.

To support a positive and inclusive learning environment, FDS relies on systems that promotes positive behavior, academic success, and emotional growth. At FDS, clear behavioral expectations are consistently taught and reinforced, and students are recognized for making safe, respectful, and responsible choices. We regularly recognize our students' positive choices through shout outs, recognition ceremonies, good standing celebrations, and more!

Foresthill Divide School also offers an Extended Learning Opportunity Program (ELOP), providing before- and after-school enrichment opportunities. Courses rotate every six weeks and include a wide variety of academic, artistic, and enrichment options such as Spanish Language and Culture, AI Robotics, Cooking, Guitar, Yearbook/Journalism, Leadership, Theater, Glee, STEAM, Gardening, and Art. In addition, FDS offers a robust athletic program throughout the school year, including basketball, flag football, volleyball, soccer, track, and cross country.

Foresthill Divide School remains dedicated to continuous improvement through inclusive governance, thoughtful planning, and

2025-26 School Description and Mission Statement

ongoing investment in curriculum, instructional technology, and professional development. Through these efforts, FDS strives to ensure all students are prepared for future success in a supportive, engaging, and community-centered learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	47
Grade 4	53
Grade 5	51
Grade 6	50
Grade 7	57
Grade 8	55
Total Enrollment	313

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Black or African American	1
Filipino	0.6
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.9
White	77.7
English Learners	0.3
Foster Youth	1
Homeless	6.1
Socioeconomically Disadvantaged	40.1
Students with Disabilities	14.9

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19	90.48	19	90.48	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.76	1	4.76	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	4.76	1	4.76	15831.9	5.67
<b>Total Teaching Positions</b>	21	100	21	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.8	89.57	18.8	89.57	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.9	9.48	1.9	9.48	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.2	0.95	0.2	0.95	14303.8	5.15
<b>Total Teaching Positions</b>	20.9	100	20.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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	100	20	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
<b>Total Teaching Positions</b>	<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0</b>	<b>0</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>0</b>	<b>0</b>

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Physical inventory checks of textbooks takes place each fall. Inventory checks for the 25-26 school year were conducted in August of 2025, 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 Dept. 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 Mathematics and are currently piloting Illustrative Math as well as EL Education (for ELA curriculum). 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

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	4th-5th: Journeys, Houghton Mifflin Harcourt 2017 6th: Collections, Houghton Mifflin Harcourt 2017 7th-8th: EMC Mirrors & Windows 2017  Adopted 2016  4th - 8th Grades are currently piloting EL Education	0%
<b>Mathematics</b>	4th-5th Go Math, Houghton Mifflin Harcourt 2015 6th-8th College Preparatory Mathematics--Core Connections Courses 1-3 (2013)  Adopted 2014  4th - 8th Grades are currently piloting Illustrative Math	0%
<b>Science</b>	3rd-8th Amplify Science  Adopted 2023	0%

<b>History-Social Science</b>	4th: TCI-California Promise, 2d (2018) 5th: TCI-America's Past, 2d (2016) 6th: TCI-The Ancient World, 2d (2016) 7th: TCI-The Medieval World, 2d (2019) 8th: TCI-The United States Through Industrialism, 2d (2017)  Adopted 2024	0%
<b>Foreign Language</b>	n/a	
<b>Health</b>	Kendall/Hunt, 1991 Positive Prevention Puls, 2018 (8th grade)	0%
<b>Visual and Performing Arts</b>	n/a	
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a	

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

## School Facility Conditions and Planned Improvements

Foresthill Divide School is a wonderful facility with 22 classrooms, a library, full service kitchen, gym/multi-purpose space, 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 that our facilities are neat, clean, and in good repair. Major projects and deep cleaning of buildings are generally completed during school breaks to ensure a minimum of disruption to our learning environment. 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 facility needs.

**Year and month of the most recent FIT report**

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			



School Facility Conditions and Planned Improvements				
<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			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<b>State Priority: Pupil Achievement</b>
	The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
	<b>Statewide Assessments</b> (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: <ol style="list-style-type: none"> <li>1. <b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li>2. <b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li>3. <b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol>
	<b>College and Career Ready</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	46	45	46	47	48
<b>Mathematics</b> (grades 3-8 and 11)	28	30	28	30	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	308	301	97.72	22.72	45.84
<b>Female</b>	156	152	97.43	2.56	44.73
<b>Male</b>	152	149	98.03	1.97	46.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	51	98.08	1.92	39.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	33.33

<b>White</b>	235	230	97.87	2.13	46.82
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	19	100.00	0.00	47.37
<b>Military</b>	21	21	100.00	0.00	23.81
<b>Socioeconomically Disadvantaged</b>	134	131	97.76	2.23	36.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	49	97.56	2.44	17.5

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	317	307	96.85	3.15	30.2
<b>Female</b>	159	150	96.15	3.85	26.67..78
<b>Male</b>	152	148	97.36	2.63	33.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	52	98.11	1.89	23.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	25
<b>White</b>	235	228	97.02	2.98	32.02
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	20	100.00	0.00	31.58
<b>Military</b>	21	21	100.00	0.00	9.52

<b>Socioeconomically Disadvantaged</b>	134	131	97.87	2.23	25.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	39	95.1	4.9	.125

### 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	41.41	38	41.41	38	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	100	95.23	4.76	38
Female	50	48	96	4	29.16
Male	55	52	94.55	5.45	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	81	77	95.06	4.94	37.66
English Learners	0--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	44	95.65	4.35	27.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	0

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	52	52	52	52	52
Grade 7	54	54	54	54	54

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.

2025-26 Opportunities for Parental Involvement
<p>Foresthill Divide School (FDS) values meaningful parent and family engagement as an essential component of student success. Families are welcomed as active partners in the school community and are encouraged to participate in a wide range of volunteer and leadership opportunities. Parents support the school in numerous ways, including serving on school committees, assisting teachers in classrooms, preparing instructional materials, working with small groups of students, and helping with special events and celebrations. For example, parent volunteers participate in the Sight Word Busters program, meeting weekly with primary students to support the development of foundational literacy skills.</p> <p>Parents also play a vital role in school governance through the School Site Council (SSC), where 50 percent of the membership is comprised of parents. The SSC meets monthly and collaborates with school leadership to review and provide input on curriculum, budget priorities, facility improvements, and strategies to strengthen school culture and improve student outcomes.</p> <p>In addition, the Parent Teacher Organization (PTO) works closely with school staff to organize events and fundraisers that enrich the student experience and strengthen community connections. The PTO sponsors popular community events such as the FDS Fall Festival and Spring Carnival, which provide meaningful opportunities for families to engage with the school. The organization also supports instructional programs by funding field trips, supporting Scholastic Book Fairs, and providing classroom materials that directly benefit students.</p> <p>Foresthill Divide School actively seeks parent and community input in the development of the District's Local Control Accountability Plan (LCAP). Through participation on the Parent Advisory Committee, families help shape the district's annual goals, actions, and priorities to improve student outcomes. To further support engagement, FDS prioritizes open and consistent communication with families through newsletters, email, social media, and the school website. During the current school year, FDS also hosted parent workshops focused on communication and improving systems for addressing student safety and well-being.</p> <p>Through these efforts, Foresthill Divide School fosters strong partnerships between families and educators, recognizing that collaboration and shared responsibility are critical to creating a supportive learning environment and promoting student</p>

2025-26 Opportunities for Parental Involvement
achievement.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	326	326	63	19.3
Female	162	162	30	18.5
Male	164	164	33	20.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	9	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	1	7.7
White	251	249	48	19.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	23	23	8	34.8
Socioeconomically Disadvantaged	146	146	35	24
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	54	16	29.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate
	<p>The SARC provides the following information relevant to the State priority: School Climate (Priority 6):</p> <ul style="list-style-type: none"> <li>• Pupil suspension rates;</li> <li>• Pupil expulsion rates; and</li> <li>• Other local measures on the sense of safety</li> </ul>

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.09	2.59	6.71	3.09	2.59	4.8	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.71	0.00
Female	1.85	0.00
Male	11.4	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	--	0.0
Hispanic or Latino	9.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	--	0.00
White	6	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	13.04	0.00
Socioeconomically Disadvantaged	6.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.55	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2025-26 School Safety Plan

The safety of students and staff is a top priority at Foresthill Divide School, and the school is committed to maintaining a secure, orderly, and supportive learning environment. In accordance with state, federal, and local laws, Foresthill Divide School complies with all applicable safety regulations, including those related to hazardous materials, earthquake preparedness, and facility safety requirements.

Foresthill Divide School maintains a Comprehensive School Safety Plan (CSSP), which is reviewed and updated annually each fall by the School Site Council (SSC) in consultation with local fire district and law enforcement agencies. The plan is approved by the SSC and shared with staff at the start of each school year to ensure that all employees are familiar with established safety procedures and emergency protocols.

The CSSP includes required components such as child abuse reporting procedures, disaster preparedness and response protocols, suspension and expulsion policies, and policies addressing sexual harassment and gang-related apparel. The plan also outlines procedures for notifying staff of potentially dangerous situations, reporting hate crimes, and ensuring safe ingress and egress for students, staff, and visitors. A clearly defined incident command system identifies roles and responsibilities for the school's emergency response team and provides guidance for coordinated decision-making during emergencies. The plan addresses 17 different emergency scenarios, including fires, earthquakes, flooding, animal disturbances, utility failures, aircraft incidents, armed intruders, and biological or chemical emergencies.

To promote preparedness and ensure consistent implementation of safety procedures, Foresthill Divide School conducts regular monthly safety drills involving students, staff, and visitors. These drills include fire evacuations, earthquake drills, lockdowns, and shelter-in-place procedures. Evacuation routes, emergency contacts, and key safety information are prominently displayed in all classrooms, and guest teachers and substitute staff are provided with emergency procedure information upon arrival to campus.

The Comprehensive School Safety Plan is developed through collaboration among the SSC, school administration, staff, and local safety agencies, with an emphasis on continuous improvement. Annual updates reflect changes in legal requirements, identified areas of need, and evolving best practices in school safety. Through ongoing planning, training, and communication, Foresthill Divide School fosters a culture of preparedness and shared responsibility, ensuring a safe and supportive environment for all members of the school community.

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.

## 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
TK	17	1	0	0
K	43	0	2	0
1	43	0	2	0
2	51	0	2	0
3	48	0	2	0
4	55	0	2	0
5	56	0	2	0
6	56	0	2	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	20	1	0	0
K	46	0	2	0
1	46	0	2	0
2	46	0	2	0
3	53	0	2	0
4	53	0	2	0
5	51	0	2	0
6	58	1	2	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	47	0	2	0
4	53	0	2	0
5	52	0	2	0
6	50	0	2	0
Other	0	0	0	0

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4
Psychologist	1
Social Worker	1
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	17,362	7,035	10,363	\$73,132
District	N/A	N/A	10,363	\$76,720
Percent Difference - School Site and District	N/A	N/A	0.0	-4.8
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-7.3	-15.4

Fiscal Year 2024-25 Types of Services Funded

- FUSD receives funding for the following services:
- Socio-Emotional Learning/Mental Wellbeing/Health: Mental Health Grant, PBIS Funding; SMAA funding
- Instruction/Academics Related Funding:
- LCFF Apportionment
  - Arts and Music Instructional Materials Block Grant
  - Learning Recovery Emergency Block Grant
  - Title 1 and Title II
  - Supplemental Grant
  - Educator Effectiveness Grant
  - ESSER
  - Rural Education Achievement Program
- Special Education: SELPA funding
- Child Nutrition: Kitchen Infrastructure and Technology Grant; Equipment Assistance Grant; National School Lunch Program
- Expanded Learning Opportunities Program Apportionment
- Local Grants and Donations

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$52,000	\$55,248
Mid-Range Teacher Salary	\$74,521	\$80,746
Highest Teacher Salary	\$94,859	\$109,655
Average Principal Salary (Elementary)	\$128,203	\$133,828
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$161,700	\$155,954
Percent of Budget for Teacher Salaries	27.68%	25.26%
Percent of Budget for Administrative Salaries	4.51%	6.12%

## Professional Development

Professional development days at Foresthill Divide School are dedicated to enhancing the skills and knowledge of our staff, ensuring they are equipped with the tools and strategies needed to support student success. During these days, teachers engage in targeted training sessions focused on key areas such as the Amplify science curriculum, which helps them deepen their understanding of inquiry-based learning and hands-on science instruction. Staff also participate in training on the TCI social studies curriculum, which emphasizes interactive, student-centered learning approaches. In addition to subject-specific training, professional development days include sessions on analyzing iReady data, enabling teachers to interpret assessment results and tailor instruction to meet individual student needs. Best practices in teaching and classroom management are also emphasized, fostering a collaborative environment where teachers can share strategies and refine their instructional approaches. During the 24-25 school year, we also began developing our goal setting skills as teams and with students. This work allows us to have vertical alignment and campus-wide continuity. All of these professional development opportunities are designed to ensure that our staff is continually growing and improving, ultimately benefiting the students they serve.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4