

Forest Hill School

Serving grades Kindergarten through Five

2005-2006 School Accountability Report Card

Report published June 2007

2006 California Distinguished School

Mission Statement

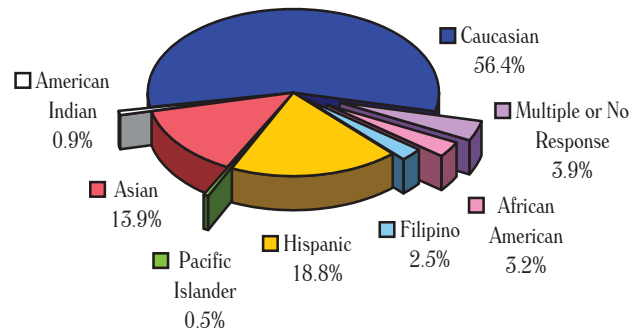
The purpose of Forest Hill School, as a center for embracing the future in a supportive learning community, is to prepare world class students to be self-directed, resourceful problem solvers with the flexibility and confidence to succeed in an ever changing world, through active community involvement, technological applications, a child centered learning environment and strong team leadership.

Community & School Profile

Located in the West Valley of Santa Clara, Campbell was officially incorporated as a city in 1952. Campbell has grown from a small farming community with a population of approximately 5,000 to a progressive community with a population of over 38,000. Campbell Union School District serves more than 7,000 students throughout the communities of Campbell, San Jose, Saratoga, and Los Gatos. During 2005-06, the district was comprised of seven elementary schools, three middle schools, one charter school, and a parent participation school.

Fabulous Forest Hill School, located in the southern learning community of Campbell Union School District, provides a nurturing school environment with special emphasis placed on academic achievement. During the 2005-06 school year, 569 kindergarten through fifth grade students were enrolled on a traditional calendar schedule. The 2005-06 student population consisted of 11.7% "Socioeconomically Disadvantaged," 18.0% "English Learners," and 9.0% "Students Disabilities." Additional demographics for the 2005-06 school year are illustrated below.

Ethnicity



Discipline & Climate for Learning

Students at Forest Hill School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

**Campbell
Union
School
District**

www.campbell.k12.ca.us

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All schools within the district offer peer-counseling, asset-building, and conflict resolution programs such as Peace Builders, Project Cornerstone, and others to foster positive relationships and role models among students. Forest Hill School also utilizes a Positive Behavior Intervention System to emphasize respect, responsibility, and safety schoolwide. Approximately 45 fourth and fifth grade students comprise Forest Hill's Peace Patrol, a model program, where older students assist with conflict resolution amongst their peers.

Parents are informed of discipline policies throughout the school year; at Back-to-School-Night, at parent-teacher conferences, and with a parents' rights handbook. School-to-home communication is primarily facilitated through newsletters and the school's website.

The suspensions and expulsions table below illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Forest Hill			CUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	13	5	6	297	350	439
Suspension Rate	2.32%	0.89%	1.05%	3.98%	4.77%	5.99%
Expulsions	0	0	0	2	12	7
Expulsion Rate	0.00%	0.00%	0.00%	0.03%	0.16%	0.10%

Recognition Programs

A well-developed student recognition program contributes to the positive environment of the school. Forest Hill School focuses on one positive character trait each month. Students who exhibit this trait may be named "Student-of-the-Month."

Extracurricular Activities

Students are encouraged to participate in the school's extracurricular and enrichment activities, which are an integral part of the educational program. Opportunities for involvement include:

- Boy Scouts
- Chess Club
- After-School Enrichment (Spanish & Art)
- Before- & After-School GATE
- Student Council
- Garden Club
- Homework Club
- Family Nights

Minimum Days & Instructional Minutes

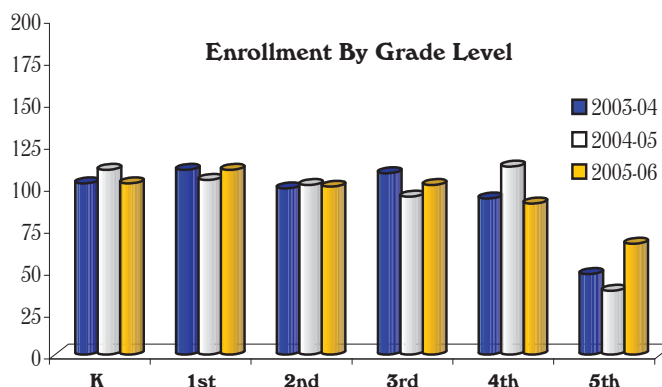
For the 2005-06 school year, Forest Hill School offered 180 days of instruction, comprised of 124 regular days and 56 minimum days. Minimum days are scheduled for parent-teacher conferences, staff collaboration, and the last week of instruction. All instructional time offered during the 2005-06 school year exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	54,556
1st-3rd	50,400	51,012
4th-5th	54,000	54,328

School Attendance & Enrollment

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities including notification procedures when their child is absent. School personnel regularly review absence reports and contact parents, either by phone or mail, when student absences become excessive. When necessary, a parent conference or referral to appropriate authorities may take place. The following chart illustrates the enrollment trend for the past three years.



Class Size

Forest Hill School maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 20:1 for the 2005-06 school year. Students receive additional assistance in the classroom from parent volunteers. The table below indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	20	20	20	4	4	5	1	1	0	0	0	0
1st	21	20	20	2	5	4	5	0	2	0	0	0
2nd	20	20	20	2	4	5	1	0	0	0	0	0
3rd	20	20	20	6	5	5	0	0	0	0	0	0
4th	28	31	29	0	0	0	3	3	3	0	0	0
5th	29	30	33	0	0	0	1	1	0	0	0	2
K-3rd	20	20	20	1	4	1	0	0	0	0	0	0
4th-5th	28	26	n/a	0	0	0	1	1	0	0	0	0

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program which provides funding to hire additional teachers, assisting schools that voluntarily participate in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Forest Hill School successfully meeting CSR standards for the past three years.

Class Size Reduction			
	04	05	06
K	80%	80%	100%
1st	40%	100%	67%
2nd	67%	100%	100%
3rd	100%	100%	100%
K-3rd	100%	100%	100%

School Facilities & Safety

Forest Hill School, originally constructed in 1962, is currently comprised of 37 classrooms (including portables), a library, one computer lab, one staff lounge, a cafeteria/multipurpose room, two playgrounds, and a pre-school/childcare facility. The most recent renovations to the campus occurred in 2006 and included modular classroom additions.





Safety of students and staff is a primary concern of Forest Hill School. Students are supervised throughout the day by teachers, administrators, and parent volunteers. There is a designated area for student drop-off and pick-up in front of the school. Visitors and volunteers to the school must register at the office before entering campus grounds.

The School Site Safety plan is revised annually each spring by members of the School Site Council and Safety Committee. All revisions to the Safety Plan are immediately reviewed with staff. Key elements of the plan include:

- Reporting Suspected Child Abuse
- School Dress Code
- Suspension & Expulsion Policies
- Sexual Harassment Policies
- Notifying Teachers of Troubled Students
- Safe Entry & Release from School
- Procedures for Responding to Natural Disasters and other Emergencies

Forest Hill School is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and intruder drills are held on a rotating basis throughout the school year. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Forest Hill School had not yet received a Williams Facility Inspection due to its statewide ranking (9th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see http://www.cde.ca.gov .
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Cleaning Process

Forest Hill School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Forest Hill School's custodial staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Heating
- Floor Systems

For the 2006-07 school year, Campbell Union School District has budgeted \$720,000 for the deferred maintenance program. At the time of publication (June 2007), the district governing board had approved deferred maintenance projects for this school that resulted in roofing repairs and asbestos assessment during the 2006-07 school year.

Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Campbell Union School District thoroughly inspected each of its school sites at the start of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in April 2007 in regards to the textbooks in use at Forest Hill School during the current school year (2006-07).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2004	In fall 2006, the district's Board of Education determined that all textbooks at Forest Hill School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
Math	Houghton Mifflin	K-5th	2001	
Social Science	Scott Foresman	K-5rd	2005	
	Houghton Mifflin	4th-5th	1999	
Science	Houghton Mifflin	K-5th	2001	

Student Achievement & Testing

Student academic achievement is the district's highest priority. In addition to Standardized Testing and Reporting (STAR) assessments, teachers administer district- and school-developed benchmark exams. The California English Language Development Test (CELDT) is administered to English Learner (EL) students in order to identify fluency level and monitor their progress in English language acquisition.

Physical Fitness

In the spring of each year, the state requires Forest Hill School to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Upper Body Strength
- Abdominal Strength
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 13.6% of Forest Hill School's fifth grade students met or exceeded state fitness standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through fifth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is displayed in the following chart.

California Standards Test (CST)																											
Combined % of Students Scoring at Advanced & Proficient Levels																											
	English/Language Arts						Mathematics						Science														
	2nd		3rd		4th		5th		2nd		3rd		4th		5th												
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06									
All Students																											
Forest Hill	59	58	57	53	42	60	63	75	67	65	63	71	80	72	72	73	74	80	65	64	73	69	71	74	57	43	65
CUSD	46	48	54	45	40	45	52	56	55	50	55	49	60	62	65	58	58	62	58	55	60	46	47	53	32	40	39
California	55	42	47	50	51	57	59	47	49	40	45	45	51	56	59	48	54	58	45	50	54	58	44	48	24	28	32
Females																											
Forest Hill	72	65	63	53	59	64	69	73	70	78	69	81	85	71	75	70	79	75	69	56	76	74	75	77	57	50	65
CUSD	49	50	58	45	48	59	56	60	60	55	55	50	59	62	63	56	60	62	57	53	63	46	48	50	32	38	34
California	59	45	31	53	55	59	45	52	54	44	46	47	50	55	58	47	54	56	45	51	55	58	45	48	21	26	30
Males																											
Forest Hill	49	51	50	53	31	57	57	76	65	52	58	63	76	73	70	75	69	85	62	70	71	64	68	72	57	37	66
CUSD	43	45	51	41	33	40	49	54	51	46	50	49	60	65	67	60	56	62	57	56	56	45	48	56	32	42	45
California	32	39	43	27	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	43	48	26	32	34
Socioeconomically Disadvantaged																											
Forest Hill	*	36	*	18	14	33	41	43	43	*	*	*	65	*	*	53	43	67	41	29	36	*	*	*	*	*	*
CUSD	22	29	31	20	18	22	26	31	34	25	27	24	36	46	45	36	37	45	35	36	40	21	24	30	10	13	16
California	22	28	33	17	17	22	25	32	35	24	28	28	39	45	48	36	44	46	32	38	42	25	32	35	11	14	18
English Learners																											
Forest Hill	63	32	55	58	37	50	55	54	36	*	*	*	67	55	55	77	63	60	64	62	45	*	*	*	*	*	*
CUSD	37	34	38	29	23	26	18	27	25	21	11	18	49	53	52	46	45	49	32	38	39	22	15	28	10	6	11
California	18	23	27	10	12	15	15	19	24	12	13	13	38	43	45	32	40	41	26	32	36	17	22	24	4	6	7
Special Education																											
Forest Hill	*	*	*	*	*	*	17	*	*	*	*	*	*	*	*	25	*	*	*	*	*	*	*	*	*	*	*
CUSD	16	16	32	12	13	7	20	19	17	20	23	13	22	26	39	23	16	27	27	22	20	26	18	18	17	16	17
California	16	19	23	14	13	16	16	19	21	14	15	14	29	33	34	26	29	31	20	22	25	13	17	18	10	12	14
Asian																											
Forest Hill	75	92	91	68	62	79	100	95	*	*	*	*	81	83	91	84	85	93	100	95	*	*	*	*	*	*	*
CUSD	64	67	78	60	55	56	84	78	72	65	82	59	79	82	88	79	80	85	89	81	86	71	82	73	47	70	51
California	60	65	71	52	54	60	63	70	73	63	66	67	76	78	81	75	80	82	74	78	81	67	74	76	42	49	54
Caucasian																											
Forest Hill	65	62	56	57	51	63	65	75	78	79	57	73	91	77	78	76	83	84	68	66	78	78	71	77	71	38	66
CUSD	58	65	71	57	52	68	65	73	69	69	67	66	73	77	81	71	72	78	70	67	72	61	61	68	48	53	59
California	53	61	65	48	51	55	59	68	69	60	63	63	67	73	74	64	70	73	61	65	68	51	58	64	42	49	52
Hispanic																											
Forest Hill	28	29	25	13	15	43	33	47	22	38	*	*	44	56	31	44	50	62	33	27	50	38	*	*	23	*	*
CUSD	25	25	30	16	19	19	26	29	32	27	25	25	35	45	41	32	34	43	33	32	37	20	21	27	9	16	13
California	22	28	35	17	17	22	25	32	35	25	27	29	39	44	47	36	43	46	33	38	43	25	33	36	11	14	18

* Due to the moderate number of students tested, scores will not be disclosed.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

		CAT/6																							
		% Scoring At or Above the National Average																							
		Reading						Mathematics																	
		2nd		3rd		4th		5th		2nd		3rd		4th		5th									
		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06						
Forest Hill		61			58	59	65	70			72			83			79	75	79	74			84		
CUSD		55			49	44	45	55			52			68			65	58	61	62			57		
California		47			35	36	37	35			40			58			53	55	55	49			50		
		Subgroups																							
Females		74			60	69	66	69			74			82			72	85	77	74			96		
Males		51			58	52	65	70			70			84			85	67	80	74			73		
Socioeconomically Disadvantaged		*			24	29	33	41			*			*			65	36	67	53			*		
English Learners		58			62	37	45	64			*			65			92	58	50	75			*		
Special Education		*			*	*	*	25			*			*			*	*	*	33			*		
Asian		69			74	62	86	92			*			69			100	77	86	100			*		
Caucasian		73			65	70	67	72			86			96			79	87	82	75			89		
Hispanic		22			19	30	48	47			46			56			50	50	62	53			69		

Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.

* Due to the moderate number of students tested, scores will not be disclosed.

Curriculum Improvement

All curriculum development at Forest Hill School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Campbell Union School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

	API Growth			2006 API Growth Score
	2003-04	2004-05	2005-06	
Statewide API Rank	9	9	9	
Similar Schools API Rank	4	6	1	
All Students				
Actual API Growth	15	-8	25	866
Asian				
Actual API Growth	4	14	n/a	n/a
Caucasian				
Actual API Growth	19	-7	18	880
Hispanic				
Actual API Growth	n/a	6	35	759

* Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

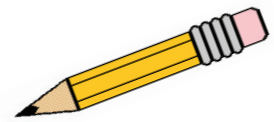


Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).



There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below. Forest Hill School met all of the 2006 AYP criteria.



Adequate Yearly Progress 2006				
Met AYP Criteria	Forest Hill		Campbell Union School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Made Overall AYP	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program		
	Program Improvement (PI)	
	Forest Hill	CUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	16.7%

Counseling & Support Services Staff

	Full-Time Equivalent
Counselor	2.0
Library/Media Teacher (Librarian)	6.0
Nurse	3.0
Other	1.0
Speech, Language, Hearing Specialist	8.0

Counseling & Support Services

In addition to academics, the staff at Forest Hill School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students, and procedures are in place to provide students with counseling and psychological support services as needed. The adjacent chart displays a list of support services that are offered to students.

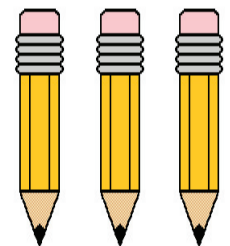
Special Education: The Student Study Team (SST) meets to discuss options for students who may be struggling socially or academically.

Students with special needs are placed in programs according to their Individualized Education Plans (IEPs). A Special Day Class (SDC) and a Resource Specialist Program (RSP) are available for students who qualify.

English Learners: Students identified as English Learners (EL) receive instruction based on fluency level. EL students identified as beginners participate in a structured immersion program while intermediate and advanced level EL students receive differentiated instruction within their individual classrooms.

GATE: Forest Hill School offers a Gifted and Talented Education (GATE) program for students in grades three through five. GATE students are provided with differentiated curriculum in the regular classroom setting, as well as before- and after-school enrichment activities.

At-Risk Intervention: Forest Hill School offers a variety of programs for students who may be struggling academically. In addition to differentiated instruction and Homework Club, students have access to one-on-one and/or small group interventions in language arts and mathematics.



School Leadership

Leadership at Forest Hill School is a responsibility shared among administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Lani Potts for the past two years. Prior to this position, Ms. Potts served as a classroom teacher and a Peer Support Provider for the district.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- English Language Advisory Committee (ELAC)
- Parent-Teacher Association (PTA)
- Positive Behavior Intervention System (PBIS) Team
- School Site Council
- Grade Level Teams
- Building Advisory Committee (BAC) Leadership Team
- Student Study Team
- Technology Committee

Parent & Community Involvement

Parents play an important role at Forest Hill School through volunteering on campus, chaperoning field trips, and participation in various organizations including the School Site Council, English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA).

Through Project Cornerstone, parents volunteer to read to classrooms and implement follow-through activities. Selected pieces of literature reinforce the monthly character theme. On an annual basis, Forest Hill School benefits from more than 5,500 hours of volunteer service.

Forest Hill School is very proud of the strong support it receives from community businesses and service organizations. Westmont High School also provides student tutors and volunteers for Forest Hill campus beautification days.

Contact Information

Parents who wish to participate in Forest Hill School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (408) 364-4279. The district website (www.campbell.k12.ca.us), as well as the school's website (<http://www.campbellusd.k12.ca.us/~foresthill>) provide a variety of helpful resources and information.

Teacher Evaluation & Professional Development

Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated at least once every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the following criteria: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored five annual staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2005-06 school year included: Curriculum Mapping: Aligning Curriculum to Standards on a Timeline, Results Oriented Data Analysis, Developing Clear Targets through Pacing Calendars & Benchmark Assessments, Data-Driven Analysis: Looking at Ways to Narrow the Achievement Gap, and Developing Intervention Systems at Schools to Support Mastery of the Standards.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST).

When teachers are absent, the district uses substitute teachers from a pool of qualified individuals, pre-screened by the Human Resources Office. Due to a statewide shortage of substitute teachers, the district has intensified its efforts to recruit qualified candidates. When necessary, school site administrators will assume the role of the substitute.

Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. For the 2005-06 school year, Forest Hill School staffed 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Forest Hill			CUSD
	03-04	04-05	05-06	05-06
With Full Credential	31	31	29	379
Without Full Credential	1	1	1	11
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	1

Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

	04-05	05-06	06-07
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Forest Hill	CUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	92.0%	96.0%	91.0%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	8.0%	4.0%	9.0%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recently released salary comparison data was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state.

The chart at right displays the average teacher salary at Forest Hill School and compares it to average teacher salaries at the district and state levels.

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Average Teacher Salaries		
School & District	Forest Hill	\$60,884
	CUSD	\$59,090
	Percentage of Variation: 3.0%	
School & State	Forest Hill	\$60,884
	All Elementary School Districts	\$58,725
	Percentage of Variation: 3.7%	

* Figures should be interpreted with caution. Average salary amounts do not take into account additional staff services provided by the district to each site on an "as-needed" basis.

Teacher & Administrative Salaries 2004-05

	CUSD	California
Beginning Teacher Salary	\$42,106	\$58,554
Mid-Range Teacher Salary	\$65,034	\$62,649
Highest Teacher Salary	\$77,186	\$76,457
Average Principal Salary (Elementary)	\$94,811	\$95,882
Average Principal Salary (Middle)	\$97,354	\$98,555
Superintendent Salary	\$159,910	\$150,227
% of Budget for Teacher Salaries	46.6%	45.8%
% of Budget for Administrative Salaries	6.5%	5.4%

Expenditures & Services Funded

Based on 2004-05 audited financial statements, Campbell Union School District spent an average of \$6,737 to educate each student. The chart below provides a comparison of Forest Hill's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Forest Hill	Total	\$4,418
	Restricted (Supplemental) Sources	\$425
	Unrestricted (Basic) Sources	\$3,993
CUSD	Unrestricted Sources	\$4,785
	Percentage of Variation (School/District): 16.6%	
California	Unrestricted Sources	\$4,745
	Percentage of Variation (School/State): 15.8%	

* Figures should be interpreted with caution. The total amount from restricted and unrestricted sources does not take into account additional district-funded services provided to each site.

In addition to general state funding, Campbell Union School District received state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- Title IV, Part A: Safe & Drug Free Schools & Communities
- Title V, Part A: Innovative Programs
- Economic Impact Aid (EIA)

Fabulous Forest Hill School

Lani Potts, Principal
Patty Siek, Secretary
Leah Zarate, School Clerk

CUSD Administration

Dr. Johanna VanderMolen
 Superintendent

Dale Thurston
 Deputy Superintendent,
 Administrative Services

Ruth Baraket
 Assistant Superintendent,
 Human Resources

Cathy Stefanki
 Assistant Superintendent,
 Instructional Services

Board of Education

Leah K. Read
Douglas Moe
Danielle M.S. Cohen
Scott Kleinberg
Janet W. Johnson