

Forest Hill School

Serving grades Kindergarten through Five

2006-2007 School Accountability Report Card

Report published January 2008

2008 Asset Building Champion Award
2006 California Distinguished School

Principal

Lani Potts

<http://www.campbellusd.org/~foresthill>

Campbell
Union
School
District

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Mission Statement

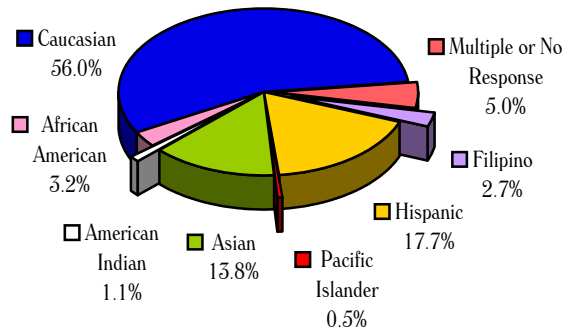
The purpose of Forest Hill School, as a center for embracing the future in a supportive learning community, is to prepare world class students to be self-directed, resourceful problem solvers with the flexibility and confidence to succeed in an ever changing world, through active community involvement,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

Community & School Profile

Located in the West portion of Santa Clara County, 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 2006-07, the district was comprised of seven elementary schools, three middle schools, and two charter schools.

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 2006-07 school year, 564 kindergarten through fifth grade students were enrolled on a traditional calendar schedule. The 2006-07 student population consisted of 12.4% "Socioeconomically Disadvantaged," 18.4% "English Learners," and 8.3% "Students with Disabilities." Additional demographics for the 2006-07 school year are illustrated below.

Ethnicity



Discipline & Climate for Learning

Students at Forest Hill School are guided by specific rules and schoolwide expectations that promote respect, cooperation, courtesy and acceptance of others. The school promotes and maintains a learning environment that is positive, predictable, consistent, and safe.

Forest Hill School utilizes the Positive Behavior Intervention System (PBIS) 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. 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.

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		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	5	6	5	350	459	414
Suspension Rate	0.89%	1.05%	0.89%	4.77%	5.99%	5.65%
Expulsions	0	0	0	12	7	5
Expulsion Rate	0.00%	0.00%	0.00%	0.16%	0.10%	0.07%

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, in conjunction with Project Cornerstone.

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
- Family Nights
- After-School Enrichment (Science & Drama)
- Before- & After-School GATE
- Student Council
- Garden Club
- Homework Club

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 three years. Prior to this position, Ms. Potts served as a classroom teacher and a Peer Support Provider for the district.

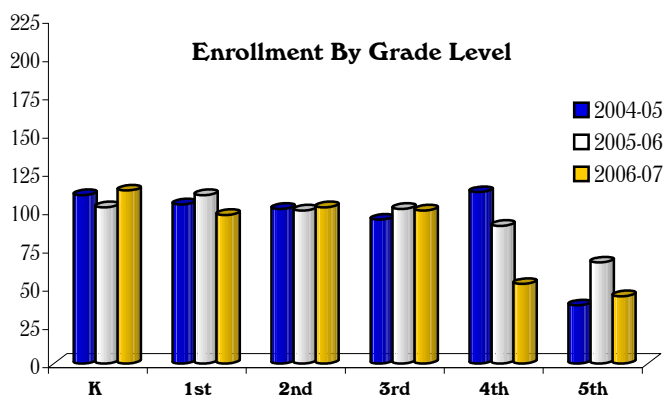
Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure that instructional programs are consistent with students' needs and comply with district goals.

Opportunities for involvement include:

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

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 19:1 for the 2006-07 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		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	20	4	5	5	1	0	0	0	0	0
1st	20	20	19	5	4	5	0	2	0	0	0	0
2nd	20	20	20	4	5	5	0	0	0	0	0	0
3rd	20	20	20	5	5	5	0	0	0	0	0	0
4th	31	29	30	0	0	0	3	3	3	0	0	0
5th	30	33	31	0	0	0	1	0	1	0	2	0
K-3rd	20	20	20	4	1	3	0	0	0	0	0	0
4th-5th	26	n/a	30	0	0	0	1	0	1	0	0	0

Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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 campus received modular classroom additions in 2006, as well as fire system upgrades. Student and staff restrooms were also renovated in June 2007. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: December 5, 2007

Overall Summary of School Facility Conditions: Good

Data provided December 11, 2007

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned *
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)		X		Exterior gates need work.
Interior Surfaces (walls, floors, & ceilings)		X		Interior surfaces noted "older;" scuff marks in certain rooms.
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)		X		Older models need replacement.
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		Leaf pick-up needed.
Roofs	X			
Overall Cleanliness	X			

* At the time of publication, all issues listed had either been repaired/corrected or reported to maintenance staff and/or the district office for future repair.

School Safety

The 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.

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

For the 2007-08 school year, Campbell Union School District has budgeted \$1,250,000 for the deferred maintenance program. The district's governing board has approved deferred maintenance projects for Forest Hill School that will result in fencing/gate repairs and roofing upgrades during the current school year (2007-08).

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
- Upper Body Strength
- Trunk Extension Strength
- Body Composition
- Abdominal 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 2006-07 school year, 32.7% 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	5th																			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07													
All Students																												
Forest Hill	58	57	65	42	60	58	75	67	76	63	71	68	72	72	84	74	80	83	64	73	74	71	74	75	43	65	60	
CUSD	48	54	54	40	45	46	56	55	54	53	49	51	62	65	63	58	62	61	55	60	55	47	53	53	40	39	46	
California	42	47	48	31	37	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
Females																												
Forest Hill	65	63	69	59	64	67	73	70	74	69	81	71	71	75	80	79	75	88	56	76	66	75	77	83	50	65	63	
CUSD	50	58	58	48	59	50	60	60	56	55	50	54	62	63	61	60	62	62	53	63	53	48	50	52	38	34	42	
California	45	51	53	35	39	41	52	54	55	46	47	48	55	58	58	54	56	58	51	55	58	45	48	49	26	30	35	
Males																												
Forest Hill	51	50	62	31	57	50	76	65	80	58	63	64	73	70	86	69	85	78	70	71	82	68	72	68	37	66	57	
CUSD	45	51	50	33	40	41	54	51	51	50	49	48	63	67	65	56	62	60	56	56	57	48	56	52	42	45	49	
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
Socioeconomically Disadvantaged																												
Forest Hill	36	*	45	14	33	33	43	43	62	*	*	*	65	*	64	43	67	75	29	36	54	*	*	*	*	*	*	*
CUSD	29	31	33	18	22	23	31	34	33	27	24	25	46	45	43	37	45	41	36	40	38	24	30	29	15	16	20	
California	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22	
English Learners																												
Forest Hill	32	55	70	37	50	57	54	36	46	*	*	*	55	55	87	63	60	67	62	45	46	*	*	*	*	*	*	*
CUSD	34	38	42	23	26	28	27	25	29	11	18	16	53	52	51	45	49	44	38	39	38	15	28	24	6	11	12	
California	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	
Asian																												
Forest Hill	92	91	86	62	79	*	95	*	94	*	*	*	83	91	100	85	93	*	95	*	94	*	*	*	*	*	*	*
CUSD	67	78	80	55	56	79	78	72	79	82	59	69	82	88	89	80	85	88	81	86	82	82	73	77	70	51	65	
California	65	71	73	54	60	60	70	73	73	66	67	68	78	81	81	80	82	82	78	81	83	74	76	77	49	54	60	
Caucasian																												
Forest Hill	62	56	61	51	63	58	75	78	78	57	73	77	77	78	86	83	84	90	66	78	46	71	77	83	38	66	73	
CUSD	65	71	69	52	68	58	73	69	71	67	66	69	77	81	81	72	78	74	67	72	66	61	68	68	53	59	65	
California	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	75	72	65	68	70	58	64	63	49	52	58	
Hispanic																												
Forest Hill	29	25	47	15	43	25	47	22	61	*	*	47	56	31	71	50	62	38	27	50	56	*	*	53	*	*	33	
CUSD	25	30	33	19	19	21	29	32	33	25	25	26	45	41	42	34	43	39	32	37	38	21	27	28	16	13	21	
California	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23	

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

CAT/6 - Grade 3

% Scoring At or Above the National Average

	Reading			Mathematics		
	05	06	07	05	06	07
Forest Hill	59	65	64	75	79	74
CUSD	44	45	46	58	61	61
California	36	37	38	54	55	56
Subgroups						
Females	69	66	75	85	77	81
Males	52	63	52	67	80	67
Socioeconomically Disadvantaged	29	33	33	36	67	50
English Learners	37	45	62	58	50	57
Special Education	*	*	*	*	*	*
Asian	62	86	*	77	86	*
Caucasian	70	67	63	87	82	82
Hispanic	30	48	44	50	62	51

* Due to the moderate number of students tested, scores are not 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 left reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

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.

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.

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, 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 2007 AYP criteria.

Adequate Yearly Progress 2007				
	Forest Hill		Campbell Union School District	
Met AYP Criteria	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Made Overall AYP	Yes		No	

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 (2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	15.4%

Parent & Community Involvement

Parents play an integral role in the Forest Hill community 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.

	API Growth			2007 API Growth Score
	2004-05	2005-06	2006-07	
Statewide API Rank	9	9	9	
Similar Schools API Rank	6	1	4	
All Students				
Actual API Growth	-8	25	16	880
Asian				
Actual API Growth	14	n/a	-6	838
Caucasian				
Actual API Growth	-7	18	15	893
Hispanic				
Actual API Growth	6	35	26	783

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 50 students with valid scores.

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 2007-08 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 December 2007 in regards to the textbooks in use at Forest Hill School during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2004	On October 18, 2007, 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-3rd	2005	
	Houghton Mifflin	4th-5th	1999	
Science	Houghton Mifflin	K-5th	2001	
Visual & Performing Arts	SRA	K-1st	2006	
	Macmillan	K-4th		
	Davis	2nd-5th		

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, with access to more than 220 computers campus-wide. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of San Jose, Campbell, Saratoga, and Los Gatos, which contain numerous computer workstations.

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 chart below displays a list of support services that are offered.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Counselor	1	0.4
Health Clerk	1	1.0
Librarian	1	0.5
Nurse	1	*
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aides	2	1.5
Special Day Class (SDC) Teachers	6	6.0
SDC Aides	18	18.0
Speech, Language, Hearing Specialist	1	1.0

* Services are provided by the district on an "as-needed" basis.

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). Special Day Classes 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.

Curriculum Improvement

All curriculum development at Forest Hill 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.

Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Forest Hill School staffed 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	Forest Hill			CUSD
	04-05	05-06	06-07	06-07
With Full Credential	31	29	32	374
Without Full Credential	1	1	1	24
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	0

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 2007-08 school year, the most current available data are reported.

Teacher Misassignments & Vacancies			
	05-06	06-07	07-08
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
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Forest Hill	CUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	94.8%	100.0%	91.8%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	5.2%	0.0%	8.2%

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.

Teacher & Administrative Salaries 2005-06

	CUSD	California
Beginning Teacher Salary	\$45,650	\$59,984
Mid-Range Teacher Salary	\$65,516	\$63,798
Highest Teacher Salary	\$79,656	\$79,204
Average Principal Salary (Elementary)	\$96,262	\$99,820
Average Principal Salary (Middle)	\$103,712	\$102,340
Superintendent Salary	\$161,791	\$158,484
% of Budget for Teacher Salaries	46.6%	43.0%
% of Budget for Administrative Salaries	6.1%	5.4%

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 2005-06 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 the school and compares it to average teacher salaries at district and state levels.

Average Teacher Salaries

School & District	Forest Hill	\$58,125
	CUSD	\$61,516
Percentage of Variation: 5.5%		
School & State	Forest Hill	\$58,125
	All Elementary School Districts	\$61,005
Percentage of Variation: 4.7%		

* 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.

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Campbell Union School District spent an average of \$7,165 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	\$3,952
	Restricted (Supplemental) Sources	\$163
	Unrestricted (Basic) Sources	\$5,789
CUSD	Unrestricted Sources	\$5,152
	Percentage of Variation (School/District): 26.2%	
California	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 23.3%	

* 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)

District Administration

Dr. Johanna VanderMolen
Superintendent

James Crawford
Deputy Superintendent, Administrative Services

Ruth Bareket
Assistant Superintendent, Human Resources

Cathy Stefanki
Assistant Superintendent, Instructional Services

Board of Education

Scott Kleinberg, President
Danielle M.S. Cohen, Vice President
Douglas Moe, Clerk
Leah K. Read, Member
Janet W. Johnson, Member