

# Forest Hill School

*Serving grades Kindergarten through Five*

**2007-2008**

## School Accountability Report Card

**2008 Asset Building Champion Award  
2006 California Distinguished School**

### Principal

*Lani Potts*

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

**Campbell  
Union  
School  
District**

[www.campbellusd.k12.ca.us](http://www.campbellusd.k12.ca.us)

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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 7,500 students throughout the communities of Campbell, San Jose, Saratoga, and Los Gatos. During 2007-08, the district was comprised of nine elementary schools and three middle schools.

Forest Hill School, located in the central learning community of Campbell Union School District, provides a nurturing school environment with special emphasis placed on academic achievement. The school offers a diversified program, featuring a wide variety of activities, both curricular and extracurricular. These opportunities promote high student interest, a sense of tradition, and a quality learning experience for all students.

During the 2007-08 school year, 580 kindergarten through fifth grade students were enrolled on a traditional calendar schedule. The 2007-08 student population consisted of 12.0% "Socioeconomically Disadvantaged," 16.0% "English Learners," and 9.0% "Students with Disabilities."

### 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.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	2.9%
American Indian	1.2%
Asian	16.0%
Caucasian	53.6%
Filipino	2.4%
Hispanic or Latino	16.2%
Pacific Islander	0.7%
Multiple or No Response	6.9%

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 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						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	6	5	4	439	414	269
Suspension Rate	1.1%	0.9%	0.7%	6.0%	5.6%	3.7%
Expulsions	0	0	0	7	5	10
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

### 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 Enrollment & Attendance

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.



### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08	
When necessary, a parent conference or referral to appropriate authorities may take place. The chart illustrates the trend in enrollment at the school over the most recent three-year period.	K	102	113	115
	1st	110	97	111
	2nd	100	102	104
	3rd	101	100	95
	4th	90	100	98
	5th	66	52	57

## Class Size

The school maintained an average class size of 20 students and a pupil-to-teacher ratio of 18:1 during the 2007-08 school year. Students receive additional in-class assistance from parent volunteers and instructional aides. The table 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				
06	07	08	06	07	08	06	07	08	06	07	08	
K	20	20	21	5	5	2	0	0	3	0	0	0
1st	20	19	20	4	5	6	2	0	0	0	0	0
2nd	20	20	18	5	5	6	0	0	0	0	0	0
3rd	20	20	19	5	5	5	0	0	0	0	0	0
4th	29	30	30	0	0	0	3	3	3	0	0	0
5th	33	31	29	0	0	0	0	1	2	2	0	0
K-3rd	20	20	20	1	3	1	0	0	0	0	0	0
4th-5th	n/a	30	n/a	0	0	0	0	1	0	0	0	0

## Counseling & Support Staff

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 counselor-to-pupil ratio is 1:580. The chart displays a list of support services that are offered to students.

### 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	As Needed
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	1.5
SDC Aide	18	18.0
Special Day Class Teacher	6	6.0
Speech/Language/Hearing Specialist	1	1.0

**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. Fourth and fifth graders also participate in Renzulli Learning for creative independent projects.

**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 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.

### School Safety

The safety of students and staff is a primary concern of the school. Students are supervised throughout the day by teachers, administrators, and parent volunteers. The school is gated and 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 was most recently revised in spring 2008 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

The 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

The 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 the 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
- Interior/Exterior Painting
- Flooring

For the 2008-09 school year, Campbell Union School District has budgeted \$460,000 for the deferred maintenance program, which represents 0.673% of the district's general fund budget. At the time of publication, the district's Board of Education had not approved any deferred maintenance projects for the school, to be completed during the current school year (2008-09). The following chart displays the results of the most recent facilities inspection, provided by the district on October 27, 2008.

School Facility Conditions				
Date of Last Inspection: 06/12/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)		X		Area 1 - Front doors hard to operate. Area 2 - Louvers missing and damaged. Area 10 - Exterior gates not working.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)		X		Area 1 - Parking lot lights out. Area 12 - Nightlights not working.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Areas 3 & 7 - Drinking fountains old and dirty.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			Area 13 - Evidence of roof leaks.
Playground/School Grounds	X			
Overall Cleanliness	X			

## Student Achievement & Testing

Student academic achievement is the district's highest priority. In addition to Standardized Testing and Reporting (STAR) program, 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 progress in English language acquisition.



## Physical Fitness

In the spring of each year, the state requires the 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
- Abdominal Strength
- Body Composition
- Trunk Extension Strength
- Upper Body 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 2007-08 school year, 26.7% of the school's fifth grade students either 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 eleventh 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 Science, for the most recent three-year period, is shown.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5		5										
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
<b>All Students</b>																											
School	57	65	76	60	58	63	67	76	80	71	68	76	72	84	88	80	83	92	73	74	76	74	75	75	65	60	67
District	54	54	59	45	46	49	55	54	62	49	51	50	65	63	68	62	61	66	60	55	62	53	53	55	39	46	51
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	50	62	70	57	50	66	65	80	77	63	64	83	70	86	87	85	78	92	71	82	67	72	68	83	66	57	80
District	51	50	54	40	41	46	51	51	57	49	48	47	67	65	67	62	60	69	56	57	61	56	52	54	45	49	52
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	63	69	81	64	67	58	70	74	83	81	71	68	75	80	91	75	88	92	76	66	85	77	83	64	65	63	54
District	58	58	65	49	50	52	60	56	67	50	54	53	63	61	68	62	62	63	63	53	65	50	52	55	34	42	52
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Socioeconomically Disadvantaged</b>																											
School	*	45	58	33	33	27	43	62	64	*	*	*	* 64	83	67	75	55	36	54	55	*	*	*	*	*	*	
District	31	33	37	22	23	28	34	33	39	24	25	31	45	43	49	43	41	47	40	38	43	30	29	39	16	20	31
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>Hispanic or Latino</b>																											
School	25	47	*	43	25	44	22	61	60	*	47	64	31	71	*	62	38	75	50	56	40	*	53	64	*	33	45
District	30	33	38	19	21	29	32	33	42	25	26	30	41	42	49	43	39	46	37	38	42	27	28	40	13	21	32
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
<b>Caucasian</b>																											
School	56	61	78	63	58	67	78	78	82	73	77	80	78	86	87	84	90	96	78	76	82	77	83	80	66	73	83
District	71	69	75	68	58	69	69	71	81	66	69	71	81	81	81	78	74	85	72	66	79	68	68	70	59	65	74
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>English Learners</b>																											
School	55	70	94	50	57	31	36	46	*	*	*	*	55	87	94	60	67	92	45	46	*	*	*	*	*	*	*
District	38	42	47	26	28	20	25	28	15	18	16	10	52	51	57	49	44	44	39	38	30	28	24	26	11	12	16
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	9	
Similar Schools Rank	1	4	4	
All Students				
Actual Growth	25	16	9	888
Hispanic or Latino				
Actual Growth	35	26	11	796
Caucasian				
Actual Growth	18	15	15	906
English Learners				
Actual Growth	-	-6	-	-

## 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 in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## 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).

Federal Intervention Program		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	N/A	N/A
Year in PI (2008-09)	N/A	N/A
# of Schools Currently in PI	N/A	2
% of Schools Identified for PI	N/A	15.4%

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Curriculum Improvement

All curriculum development at the 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.

## 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 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 6, 2008.

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 October 2008 in regards to the textbooks in use at the school during the current school year (2008-09).

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2008	Yes
K-3	Mathematics	Houghton Mifflin	2008	Yes
4th-5th	Mathematics	Houghton Mifflin	2001	Yes
K-5	Science	Houghton Mifflin	2001	Yes
4th-5th	Social Science	Houghton Mifflin	1999	Yes
K-3	Social Science	Scott Foresman	2005	Yes
2nd-5th	Visual and Performing Arts	Davis Publications	2006	Yes
K-4	Visual and Performing Arts	MacMillan	2006	Yes
K-1	Visual and Performing Arts	SRA/McGraw- Hill	2006	Yes



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.

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

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

## Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year,

Forest Hill School staffed 36 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	05-06	06-07	07-08	07-08
With Full Credential	29	32	36	359
Without Full Credential	1	1	0	19
Working Outside Subject	0	0	0	0

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 2008-09 school year, the most current available data are reported.

	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	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

	% of Core Academic Classes Taught by NCLB Compliant Teachers	% of Core Academic Classes Taught by Non-NCLB Compliant Teachers
	School	100.0%
District	96.2%	3.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.2%	2.8%

## 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 in all classrooms each month 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.

## Teacher & Administrative Salaries

The 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 Salary Information Teacher-Principal-Superintendent 2006-07		
	District	State
Beginning Teachers	\$38,049	\$40,721
Mid-Range Teachers	\$63,334	\$65,190
Highest Teachers	\$82,831	\$84,151
Elementary School Principals	\$98,338	\$104,476
Middle School Principals	\$105,775	\$108,527
High School Principals	\$117,098	\$119,210
Superintendent	\$215,000	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	39.9%
Administrative Salaries	6.4%	5.5%

## 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 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state.

The chart displays the average teacher salary at the school and compares it to average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$68,163
District	\$65,387
Percentage of Variation	4.25%
School & State	
All Unified School Districts	\$64,702
Percentage of Variation	5.35%

## District Expenditures & Revenue Sources

Based on 2006-07 audited financial statements, Campbell Union School District spent an average of \$7,891 to educate each student. The chart provides a comparison of the school's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,311
From Restricted Sources	\$185
From Unrestricted Sources	\$4,125
District	
From Unrestricted Sources	\$5,707
Percentage of Variation between School & District	27.72%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	22.17%

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)

## Data Sources

Data within the SARC was provided by Campbell Union School District, retrieved from the 2007-08 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (408) 364-4279. The district's website ([www.campbellusd.k12.ca.us](http://www.campbellusd.k12.ca.us)) also provides a variety of resources and helpful information.

# Campbell Union School District

## District Administration

*Dr. Johanna VanderMolen*  
Superintendent

*James Crawford*  
Deputy Superintendent, Administrative Services

*Shelly Viramontez*  
Assistant Superintendent, Human Resources

*Dr. Ruth Bareket*  
Associate Superintendent, Instructional Services

## District Governing Board

*Danielle M.S. Cohen*, President

*Douglas Moe*, Vice President

*Leah K. Read*, Clerk

*Scott Kleinberg*, Member

*Juliet Tiffany-Morales*, Member