Forest Hill Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Forest Hill Elementary School
Street	4450 McCoy Avenue
City, State, Zip	San Jose CA, 95130
Phone Number	(408) 364-4279
Principal	Anna Chitwood
Email Address	achitwood@campbellusd.org
School Website	
County-District-School (CDS) Code	43-69393-6046577

2021-22 District Contact Information

District Name	Campbell Union School District
Phone Number	(408) 364-4200
Superintendent	Dr. Shelly Viramontez
Email Address	sviramontez@campbellusd.org
District Website Address	www.campbellusd.org

2021-22 School Overview

Serving students from Campbell and San Jose, Forest Hill educates more than 575 students from Kindergarten to the fifth grade, including multiple Special Day classes. Community, compassion, and collaboration infuse the commitment to excellence evident here. In fall of 2019, the school received its second National Blue Ribbon Award. A strong sense of community is a vital part of the Forest Hill culture with staff, students, and parents dedicated to an exceptional educational experience that promotes academic, social, and emotional success for all our students. At Forest Hill, we work together to build a caring school climate that is positive, predictable, consistent and safe.

Mission Statement:
Forest Hill School is dedicated to preparing world class students to be self-directed, resourceful problem-solvers with the flexibility and confidence to succeed in an ever-changing world.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	85
Grade 2	88
Grade 3	92
Grade 4	91
Grade 5	97
Total Enrollment	550

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.2
Asian	45.5
Black or African American	3.6
Filipino	1.3
Hispanic or Latino	14.2
Two or More Races	9.3
White	24.7
English Learners	11.3
Socioeconomically Disadvantaged	14
Students with Disabilities	11.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality and Currency of Textbooks and Other Instructional Materials District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. Note: The schedule for piloting science curriculum for elementary grades and social studies curriculum for middle schools will be determined in the 2021-22 school year. For more information, contact the district's Instructional Services Department or go to the California Department of Education website at http://www.cde.ca.gov/ci/

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-5: Benchmark Advance/Adalante - Benchmark Education (English and Spanish) (Adopted 2016-17) Supplemental Grades 1-2: Amplify, Core Knowledge Language Arts (Adopted 2018-19)	Yes	0
Mathematics	TK: Bridges in Mathematics - Math Learning Center K-5: Bridges in Mathematics (Adopted June 2017)	Yes	0
Science	Grades K-5: Scott Foresman: California Science (Adopted 2008)	Yes	0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California Grade 4: Houghton Mifflin: History- Social Science California Studies Grade 5: Houghton Mifflin: History- Social Science: U.S. History The Early Years (Adopted 2006)	Yes	0
Foreign Language	n/a	Yes	0
Health	Grade 5: Family Life: iMatter (Adopted 2017-18)	Yes	0
Visual and Performing Arts	Art Connections; SRA - McGraw Hill	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a	No	0

School Facility Conditions and Planned Improvements

Forest Hill School, originally constructed in 1962, is comprised of 38 classrooms (including portables), a library, a computer lab, one staff lounge, a cafeteria/multipurpose room, two playgrounds, and a Campbell Care/Preschool facility. The most recent improvements to the campus included thorough renovation of all classrooms new, insulated windows and construction of a new preschool/CampbellCare center. This site was part of the solar photovoltaic project in 2016.

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 preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building 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.

Year and month of the most recent FIT report	2021 July

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	14	5.5%	94.5%	0
Female	122	1	0.8%	99.2%	--
Male	132	13	9.9%	90.2%	0
American Indian or Alaska Native	--	--	--	--	--
Asian	111	2	1.8%	98.2%	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	7	21.2%	78.8%	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	0	0	100	--
White	71	4	5.6%	94.4%	--
English Learners	20	4	20	80	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	7	20	80	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	14	48.3%	51.7%	0

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	14	5.5%	94.5%	7.1%
Female	122	1	0.8%	99.2%	--
Male	132	13	9.9%	90.2%	7.7%
American Indian or Alaska Native	--	--	--	--	--
Asian	111	2	1.8%	98.2%	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	7	21.2%	78.8%	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	0	0.0%	100.0%	--
White	71	4	5.6%	94.4%	--
English Learners	20	4	20.0%	80.0%	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	7	20.0%	80.0%	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	14	48.3%	51.7%	7.1%

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	272	246	90%	10%	80%
Female	134	126	94%	6%	84%
Male	138	120	87%	13%	76%
American Indian or Alaska Native	--	--	--	--	--
Asian	120	117	98%	3%	91%

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	24	69%	31%	46%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	32	30	94%	6%	87%
White	73	65	89%	11%	75%
English Learners	19	13	68%	32%	46%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	29	71%	29%	45%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	28	10	36%	64%	30%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	272	246	90%	10%	71%
Female	134	126	94%	6%	75%
Male	138	120	87%	13%	67%
American Indian or Alaska Native	--	--	--	--	--
Asian	120	117	98%	3%	87%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	25	71%	29%	24%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	32	28	88%	12%	71%
White	73	66	90%	10%	62%
English Learners	19	13	68%	32%	54%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	28	68%	32%	39%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	28	10	36%	64%	40%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	38	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are welcome to support the school in many different ways.
Opportunities include: Art Show, Awards assemblies, Back to School Night, Beginning & End of School Socials, Book Faire, Coffee with the Principal, Country Faire, Family Game Night, Grade-level field trips, New Family Orientation, Lunchtime BBQ (spring and fall), Restaurant nights, School assemblies and seasonal events, School play (theater production), Walk-a-Thon, Project Cornerstone, English Language Advisory Committee (ELAC), Garden volunteers, Parent-Teacher Association (PTA), School Site Council, Classroom Volunteers, Yard Duty, Library Volunteers

There are many opportunities for parents and community members to be involved at the district level through participation in such committees as the District English Language Advisory Committee, Bond Oversight Committee, Superintendent's advisory committees, Wellness Committee, and others. We welcome public participation in Governing Board meetings and conduct several district-wide meetings and online ThoughtExchange.com forums each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP). We collaborate with local community based groups to enhance services and supports to our students and their families.

Every school has the support of a Community Liaison who coordinates school and community based support services, so that students can have access to medical, dental, vision and mental health care. The Community Liaisons also schedule educational workshops for parents on a variety of topics, including positive discipline, computer literacy, how to support student education at home, college classes, cyber safety and much more.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	571	563	12	2.1
Female	277	274	3	1.1
Male	294	289	9	3.1
American Indian or Alaska Native	1	1	0	0.0
Asian	254	251	2	0.8
Black or African American	20	20	1	5.0
Filipino	7	7	0	0.0
Hispanic or Latino	79	79	5	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	54	54	2	3.7
White	149	144	2	1.4
English Learners	74	73	2	2.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	81	80	7	8.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	67	8	11.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.44	0.18	2.19	0.12	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.62	1.45	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.39	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The school safety plan was updated, reviewed and approved on 9/23/20.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	24		4	
2	21	1	4	
3	20	1	5	
4	30		3	
5	26	1	4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	23		4	
2	23		4	
3	24		4	
4	27		4	
5	32		3	
6				
Other	9	5		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	19	1	3	
2	21	1	3	
3	22		4	
4	28		3	
5	30		3	
6				
Other	7	5		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,230.80	$116.50	$6,114.30	$107,674.90
District	N/A	N/A	$6,983.53	$91,285
Percent Difference - School Site and District	N/A	N/A	-13.3	16.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-32.0	22.5

2020-21 Types of Services Funded

- District funding through the Local Control Funding Formula(LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, Special Education, and/or Foster Youth. State and federal funding also supports the following special programs. Title I, Part A Basic Grant Title II, Part A Improving Teacher Quality Title III, Part A Limited English Proficiency (LEP) State Preschool State Child Care Federal Free/Reduced meals

In 2020-2021, the District received one time COVID 19 relief funds to address SB98 guidelines, providing both In-Person and Distance learning for continuity of instruction.
The funds are used to address pupil learning loss and provide mental health and social and emotional well-being.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,210	$52,060
Mid-Range Teacher Salary	$93,130	$84,043
Highest Teacher Salary	$109,504	$107,043
Average Principal Salary (Elementary)	$138,477	$133,582
Average Principal Salary (Middle)	$163,126	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$310,509	$240,628
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	8%	5%

Professional Development

Professional Development provided for Teachers:
Campbell Union School District's work year calendar allocated three full days for Professional Development in the 2019-20 school year, two in 2020-21 and three in 2021-22. The District provides professional development for all credentialed and non-credentialed staff.

The primary areas of focus for our staff development in all CUSD schools is training to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. Professional Development is also offered aligned to our Profile of a Graduate Competencies and 21st Century Learning strategies. Teachers collaborate in professional learning communities to examine data and learn from one another in job-embedded professional development.

We use a variety of delivery models for professional development, including release days to attend trainings or conferences, stipends to do professional development on a weekend or during the summer, online learning with guided facilitation with district staff members, and after school sessions throughout the entire school year. We take into consideration staff requests for both content and timing of the professional development. We offer teachers extensive coaching opportunities in our district, through our district Math Specialists, site Equity TOSAs (teachers on special assignment) and other district TOSAs. Collaboration time is also planned at each school site, so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	

Campbell Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Campbell Union School District
Phone Number	(408) 364-4200
Superintendent	Dr. Shelly Viramontez
Email Address	sviramontez@campbellusd.org
District Website Address	www.campbellusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	695	6	0.86	99.14	--
Female	347	0	0.00	100.00	--
Male	348	6	1.72	98.28	--
American Indian or Alaska Native	--	--	--	--	--
Asian	92	0	0.00	100.00	--
Black or African American	37	0	0.00	100.00	--
Filipino	17	0	0.00	100.00	--
Hispanic or Latino	403	--	0.74	99.26	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	0	0.00	100.00	--
White	91	--	3.30	96.70	--
English Learners	201	--	0.50	99.50	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	409	--	0.24	99.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	6	6.98	93.02	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	695	6	0.86	99.14	--
Female	347	0	0.00	100.00	--
Male	348	6	1.72	98.28	--
American Indian or Alaska Native	--	--	--	--	--
Asian	92	0	0.00	100.00	--
Black or African American	37	0	0.00	100.00	--
Filipino	17	0	0.00	100.00	--
Hispanic or Latino	403	--	0.74	99.26	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	0	0.00	100.00	--
White	91	--	3.30		--
English Learners	201	1	0.50	99.50	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	409	--	0.24	99.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	6	6.98	93.02	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	4205	3950	94%	6%	58%
Female	2065	1942	94%	6%	62%
Male	2140	2008	94%	6%	55%
American Indian or Alaska Native	--	--	--	--	--
Asian	639	625	98%	2%	86%

	128	118	92%	8%	53%
Black or African American	128	118	92%	8%	53%
Filipino	94	88	94%	6%	73%
Hispanic or Latino	2084	1916	92%	8%	37%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	338	323	96%	4%	76%
White	903	863	96%	4%	78%
English Learners	977	898	92%	8%	15%
Foster Youth	--	--	--	--	--
Homeless	20	14	70%	30%	36%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1854	1682	91%	9%	36%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	512	454	89%	11%	25%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	4205	3899	93%	7%	40%
Female	2065	1929	93%	7%	40%
Male	2140	1970	92%	8%	41%
American Indian or Alaska Native	--	--	--	--	--
Asian	639	621	97%	3%	79%
Black or African American	128	116	91%	9%	32%
Filipino	94	88	94%	6%	49%
Hispanic or Latino	2084	1882	90%	10%	18%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	338	316	93%	7%	56%
White	903	860	95%	5%	56%
English Learners	977	882	90%	10%	9%
Foster Youth	--	--	--	--	--
Homeless	20	12	60%	40%	17%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1854	1647	89%	11%	18%
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 512 | 443 | 87% | 13% | 16% |

*At or above the grade-level standard in the context of the local assessment administered.