U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [X] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Denise Khalid
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Forest Hill Elementary School
(As it should appear in the official records)

School Mailing Address 4450 McCoy Avenue
(If address is P.O. Box, also include street address.)

San Jose   CA   95130-2117
City   State   Zip Code+4 (9 digits total)

County Santa Clara County

Telephone (408) 364-4279   Fax

Web site/URL https://foresthill.campbellusd.org/   E-mail   dkhalid@campbellusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Shelly Viramontez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail sviramontez@campbellusd.org

District Name Campbell Union School District   Tel.   (408) 364-4279
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Snyder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district   10 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                            0 High schools
                                            0 K-12 schools

                                            12 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	18	58
K	67	52	119
1	52	47	99
2	67	39	106
3	47	68	115
4	49	55	104
5	60	53	113
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	382	332	714

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school (if unknown, estimate):   46 % Asian
                                          1 % Black or African American
                                         14 % Hispanic or Latino
                                          1 % Native Hawaiian or Other Pacific Islander
                                         32 % White
                                          1 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: ≤1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred *from* the school after October 1, 2017 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2017	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 16 %
                                                      114 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Cantonese: 2, Dutch: 2, Farsi: 1, Filipino: 1, Hebrew: 1, Hindi: 5, Japanese: 8, Korean: 12, Mandarin: 36, Other: 5, Polish: 1, Portuguese: 1, Russian: 8, Somali: 1, Swedish: 1, Tamil: 1, Telugu: 1, Tigrinya: 1, Vietnamese: 5

7. Students eligible for free/reduced-priced meals: 11 %
        Total number students who qualify: 78

8. Students receiving special education services: 17 %
                                                         119 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

39 Autism	0 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	15 Other Health Impaired
0 Developmental Delay	3 Specific Learning Disability
0 Emotional Disturbance	46 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
15 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 9

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	25
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
   Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes X   No

   If yes, select the year in which your school received the award. 1999

15. In a couple of sentences, provide the school's mission or vision 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.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students who attend Forest Hill Elementary are residents of the Campbell Union School District. Students living in the school boundary receive priority. Students living outside the school boundary, can apply to attend by submitted their name for the school lottery.

PART III – SUMMARY

Forest Hill Elementary School is located in the heart of Silicon Valley. We have been serving the diverse communities of Campbell, Los Gatos, Saratoga, and San Jose since 1960. Community, compassion, and collaboration infuse the commitment to excellence at Forest Hill. 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.

In the Campbell Union School District (CUSD), we believe in educating each student and maximizing their potential in order to prepare them for a yet to be defined future. Campbell Union School District's vision is that we will be a model for innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive. In order to achieve that vision, it is important to understand innovation, empowerment, and inspiration when it comes to educating our diverse population. To fully understand these terms, we must begin by understanding our students. We place them at the center of our work and strive to co-create learning opportunities that spark curiosity and passion within them. Empowering them with voice, choice and pride in who they are is a district focus. Innovative practices allow students to see themselves as creators who will become the change-makers of the future. In Campbell, learning must be purposeful and authentic to take hold. Additionally, we must be realistic and strategic in our plan to close the identified achievement gap. Classroom instruction must be rigorous and aligned to standards so that students can compete at the highest level. We must be inherently focused on outcomes and committed to changing our instructional approach in order to remove barriers for learning.

Forest Hill is home to over 700 students from preschool to fifth grade, including eight special education classes. Our partnerships with all communities and their families represent one of our greatest assets. In the past five years, our student population has become quite diverse. Ten percent of our school population speaks a second language. Forty-six percent of our students' family heritage is from the continent of Asia. Students with special needs has also increased to 16% of our school population. With such a diverse school population, we are pleased to have support from our PTA (Parent Teacher Association) to provide enrichment and cultural experiences to students and families.

We attribute much of our school success with the partnership we have with our community. Each month, teachers and parents provide students with learning opportunities that support their social, emotional and academic interests. The PTA provides STEAM (Science, Technology, Engineering, Art and Math) assemblies, field trips and on-campus events. Each April, students work in teams to present their STEAM projects to our community. Students take field trips to local museums, and outdoor learning stations and visit historical sites. With our focus on supporting all students, there is a partnership with the school and PTA to provide students with a recess program that creates a safe, healthy, and "fun-petitive" playground experience. Students are provided with a weekly trip to our school library where they are engaged in learning about new books and authors from our dynamic librarian Mrs. Reed. The school library is also a place where students can go during recess and lunch to engage with our librarian and get individualized support in choosing their next book. Mrs. Reed also solicits feedback from students about the books she should buy for the library. Parents also provide monthly lessons to students through our Project Cornerstone program. Each classroom has a parent volunteer who reads a touchstone book to students. Each book is read schoolwide and students take part in a similar culminating activity. Project Cornerstone supports our school focus of providing students with emotional and social support.

Parents are part of the decision-making process through involvement in a very active PTA, School Site Council, English Language Advisory Committee, and Project Cornerstone. Parent and community volunteers form a key component in the school's success. At Forest Hill, we work together to build a caring school climate that is positive, predictable, consistent and safe. Our motto is "We are respectful. We are responsible. We are safe. And we care!"

Forest Hill has been the proud recipients of the California Distinguished School award twice in the past ten years. We have also been recognized for our positive school attendance and positive school climate. We

continue to show academic growth each year for all students. With a strong focus on educating the whole child, we continue to provide students with a rich and engaging learning environment for all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

To ensure all students in our classrooms achieve to their highest potential we must provide an instructional program that is strong and coherent. Instruction must be rigorous, purposeful and engaging for students. Since mastery of essential learning is a district goal we must provide a curriculum that is guaranteed and viable. In order for all children to be able to access a rigorous curriculum and own their learning, they must be able to read successfully. We are committed to ensuring this by fully understanding the keys to reading and providing a coherent and systematic approach in teaching students in grades Transition Kindergarten (TK-2). There are five essential components to teaching reading, as outlined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Knowing that students must have strong foundational skills in order to become fluent readers, we use Core Knowledge Language Arts (CKLA)/Amplify to provide students with systematic instruction in phonemic awareness and phonics. The reading code in CKLA presents the sound/spelling patterns in a sequential way with pausing points to allow time for assessing students' abilities in order to determine and address skill gaps. We use the Benchmark program as our vehicle to address vocabulary and text comprehension standards. Both elements are essential for student success in reading. Teachers also provide students with literature circles and guided reading. The strong focus of providing students what they need in order to gain a passion for reading and writing is key. In addition to a strong and coherent curriculum, we have additional mechanisms in place to support students who struggle. For students needing intensive intervention, we offer a variety of supports including support from reading intervention teachers, small group instruction from the homeroom teacher and individualized lessons within the iReady program (online diagnostic and instruction tool).

District assessments are administered three times a year and include iReady Reading, Benchmark Assessment System (BAS), and standards-based writing assessments. The purpose of these assessments is to understand how students are currently performing, identify students who are "at-risk" of falling behind in the essential skills or those who are advanced and may need additional challenges. Teachers commit to analyzing the results of district assessments to plan meaningful instructional responses.

1b. Mathematics:

In Campbell, teacher leaders defined the essential standards for all grade levels and created curriculum guides for every grade level. Essential learning is defined as the critical skills, knowledge, and dispositions aligned to state standards that each student must acquire in order to move forward to higher levels of learning. Guaranteed and viable curriculum is defined as the assurance that all students have an equal opportunity to learn. Each student will have access to an effective teacher and access to the same content, knowledge and skills in each section or class. Students in all grades are learning the essential standards for mathematics through the use of the Bridges curriculum. The instructional resources used are tools that lead to the learning, but they do not drive the instructional program. Curriculum is used to teach the standards; however, it is not expected that teachers "cover" all of the curriculum in a class. Identified essential standards drive the learning through the use of classroom learning targets where students are taught to own the learning. Educators in Campbell are encouraged to be lesson designers who co-create learning experiences with students. Teachers are encouraged to use a variety of standards-based materials to ensure they are providing students with engaging mathematical learning experiences that address the key components of the Common Core State Standards. Teachers are focused on having students apply and explain their mathematical thinking. For students needing intensive intervention, we offer a variety of supports including support from our math intervention teacher, small group instruction from the homeroom teacher and individualized lessons within the iReady program (online diagnostic and instruction tool). District assessments are administered three times a year and include iReady Math, Bridges end of unit assessments and quizzes.

1c. Science:

Through STEAM, students discover meaningful, creative and innovative ways to expand and connect interdisciplinary learning through experimentation and imagination. This will help them apply their learning to succeed in real world settings. STEAM is integrated into our lesson design through three pathways. Mechanical Engineering Design, which includes practicing the engineering design process through problem solving and prototyping. Software Engineering to create a pathway for students to learn computer science, and Champions for Change, which offers students design opportunities to impact their world through environmental literacy lessons. CUSD is invested in building community partnerships that impact student learning both inside and outside of the classroom. We work to build community partnerships that provide STEAM-related learning experiences for students that focus on the real world of work, helping students to apply and connect foundational skills to authentic tasks and careers. Teachers integrate the NGSS (Next Generation Science Standards) into the English Language Arts lessons through the use of the Benchmark curriculum. Teachers also use Mystery Science lessons to engage students in hands on learning experiences.

1d. Social studies/history/civic learning and engagement

Teachers integrate the Social Studies standards into their English Language Arts lessons through the use of the Benchmark curriculum. A highlight for third grade students in the annual Famous Biography reports and wax museum. Students choose the famous biographer they would like to study. They complete a full written presentation about their biographer. Students present this information in a wax museum style format for parents and other students to view. Students take field trips to local government office and historical sites yearly. We also have invited local political representatives to present to students.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The curricula that CUSD implements target development of the whole child, provide hands-on experiences and allow teachers to scaffold activities to meet the needs of each child. These include HighScope Math, Preschool GLAD ®for language/literacy, and Teaching Pyramid and Second Step to support social-emotional development.

CUSD utilizes the Desired Results Development Profile (DRDP) assessment, which is designed for use with all children, ages 0-5, including children with Individualized Education Programs/Individualized Family Service Plans (IEP's/IFSP's). This tool is aligned with California Preschool/Infant Learning Foundations and Common Core Standards. It is a reliable, strength-based assessment tool that uses naturalistic observations of children. Assessments are completed twice a year, and the data is used to inform instruction and program development.

2. Other Curriculum Areas:

In 2005, Forest Hill was a part of the first cohort of implementation of the PBIS (Positive Behavioral Interventions and Supports) program in our district. The goal of implementation was to raise student achievement for all students and support them socially and emotionally. During the first year, behavior expectations were created for all common areas along with lesson plans for each area. The creation of the problem behavior flow chart, reward system, and referral documentation were created in 2006. Each subsequent year included improving our lesson plans for the common areas, training new staff members and extending support to our parent community. Schoolwide PBIS is a systems approach for establishing a social culture and behavioral support for a school to be an effective learning environment for all students. PBIS helps create a school environment that is Predictable, Positive, Safe, and Consistent. By having consistent expectations for all Forest Hill students, there has been an increase in our student achievement data for the past thirteen years. Forest Hill's plan emphasizes positive discipline and behavioral change rather than punishment. Forest Hill staff view children's misbehavior as an opportunity to teach new and more appropriate behaviors that emphasize Respect, Responsibility, and Safety. Students learn to solve problems in effective ways.

In August 2018, parents and teachers agreed our students needed additional support with skills to support their emotional and social development. The Toolbox Social Emotional Program was implemented. Students learn 12 tools that provide them with practice in self-awareness, self-management, and relationship skills. In turn, students take responsibility for their decision-making. In partnership with the PBIS program, there is a common language in all classrooms and throughout the campus.

The Forest Hill PTA has helped to support the "A" in STEAM. Students are given the opportunity to not only produce beautiful art but also gain appreciation for the artistic creation. A trained artist gives weekly students lessons. Students in all grades are exposed to a variety of professional artists, mediums and materials. Transitional kindergarten learns about shapes, collages, animals, primary and secondary colors. Kindergarten students learn about shapes, straight lines, curved lines, spirals and collages. First grade students learn about abstract lines, three-dimensional shapes and abstract art. Second grade students learn about making art from drawing dots. Third grade students learn about Cubist artists and create their own Cubist collage. Fourth grade, students learn how to create art with sugar and oil pastels. Fifth grade students learn about radial symmetry and abstract painting. Each lesson is based on real artist's work and many lessons contain a literature story too.

Through a partnership with Montalvo Arts Center's Teaching Artists program, students receive art instruction from Teaching Artists who work closely with students and teachers for a multi-week period to design and implement lesson plans focusing on multidisciplinary creativity and transparent curiosity, all based in the arts. Teaching Artists are committed to the belief that the arts are ideally suited to teach just about any subject.

To help support our students' health and well-being, we have a thriving school garden program and physical education program. Every Tuesday, parent volunteers open our garden at lunch time for all students. There is either a craft or cooking project provided that uses materials from our garden. Students assist with the planting, watering, and weeding of the garden. Once a month our garden is open on a weekend for students and their families to volunteer to help with the garden maintenance. Students in grades TK-3rd work in partnership with a local non-profit company called Living Classroom. Students are provided lessons by their homeroom teacher and parent volunteers based on the science standards. Our school garden becomes the classrooms for all lessons. The focus of this program is to make education come alive and empower the next generation by growing environmental champions, inquisitive learners, and healthy eaters. Students in all grades participate in weekly physical education lessons. We are fortune to have both a credentialed physical education teacher and adapted physical education teacher on site. Students also have weekly lessons with our Recess 101 coach. The focus of the physical lessons is collaboration, team work, and sportsmanship.

Students in need of additional emotional and social support can receive weekly counseling sessions with our intern counselor. These sessions can be provided individually or in a group setting. Students' emotional health is a strong focus at Forest Hill.

3. **Special Populations:**

In Campbell, our vision for all students, including those with disabilities, is for each to reach his or her highest potential of achievement, graduate from high school, and become contributing members of our community. At Forest Hill, we are fortunate to have eight programs for special needs students. The Campbell staff support students with disabilities and assist them in becoming self-advocates, understanding their talents, skills, rights, abilities and unique learning styles; thus allowing them to make choices and decisions to improve their quality of life. Our goal for CUSD educators is to foster an educational setting that embraces an inclusive culture while continuing to work to close the achievement gap. Special educators strive for excellence by learning, modeling, and collaborating on curriculum, instructional and procedural practices to ensure student success to meet the identified needs of each student. For the past two years, Forest Hill's special education preschool program has partnered with our general education preschool program to provide weekly inclusion opportunities. Students learn the foundational preschool standards together in an engaging and supportive classroom environment. Students in grades kindergarten through fifth also participate in weekly inclusion opportunities in our physical education classes, music classes and

during recess and lunch.

Students reading one year or more below grade level, participate weekly in our reading intervention program. We have four credentialed teachers who provide researched based instruction to students based on their academic area of need. Students are assessed every six weeks to ensure progress. Students work in groups of 3-5 students. The key to this program is the individualized and targeted instruction. Each teacher provides students with a safe, welcoming, and nurturing environment. When students have met their area of need, they exit from the program. There is a strong partnership with the homeroom teacher and the intervention teacher. This is key to providing support to the students. Parents are notified of their child participating in this program and are given progress updates. Similar in structure, we also provide weekly math intervention for students in grades second through fifth. Classroom teachers and site administration also meet every six to eight weeks to review student progress and discuss next steps. The purpose of these discussions is to ensure students are provided the supports they need. Every child is discussed, and a plan is made to support their growth. The Forest Hill intervention program has made a significant impact on student growth both academically, socially and emotionally.

To meet the needs of our English Language learners, Forest Hill created an English Language Development class for students. Students in grades TK-5th grade participate in weekly instruction by a credentialed teacher. Lessons are provided using the English Language Development (ELD) standards and the core adopted curricula CKLA and Benchmark. With the high rate of reclassification, students typically participate in this program for one year. The homeroom teacher is also using the English Language Development (ELD) standards and GLAD (Guided Language Acquisition Design) Strategies to support students.

1. **School Climate/Culture:**

Forest Hill is dedicated to supporting the whole child. We have directed site funding to provide students with a social emotional program (Toolbox), a recess coach (Recess 101), and a school counselor. We have a full academic intervention program for students for both mathematics and English Language Arts. We promote a positive school culture through our commitment to our PBIS program. In addition, recently our school district adopted an initiative called Profile of a Graduate. This is our district's commitment to our community to prepare students to navigate a complex world where they are prepared to contribute, learn and be successful. The profile lists the competencies that a team of teachers, administrators, students, parents, Board and community members determined were essential for each and every graduate. The five Profile of Graduate competencies are: Self Direct: Own the learning, set goals, and practice persistence to become curious learners for life. Innovate: Embrace a growth mindset as a way of thinking that leads to the creation of something new and better. Think Critically: Ask questions to solve problems, evaluate and analyze and make informed decisions. Collaborate: Listen and communicate effectively with an open mind, give and receive feedback, adapt and compromise. Empathize: Be kind and caring to others, consider multiple perspectives and contribute to have a lasting impact on our world.

Our instructional and support staff are extremely dedicated to supporting one another and our students. We have a strong and dedicated staff at Forest Hill. Our school secretary is truly dynamic. She knows every student and their family. She is extremely welcoming and supportive. Many of our staff have been working here for over twenty years. To help build a positive school culture, we have an active social committee who plans events for us to participate in during and after school. Our PTA is extremely supportive to all staff by providing meals both on campus and at local restaurants. They provide classroom support by reimbursing staff for their teaching supplies. We are also supported by a local church with treats, gifts, and thoughtful notes. School administration also provides positive notes, social opportunities, classroom support, and treats. Daily visits to the classrooms are conducted by school administration to help provide support to all staff members. Weekly check-in meetings are held to discuss students who need additional support. Staff meetings are focused on grade level needs and staff feedback. Decision making is shared with all staff. It is truly fabulous to work at Forest Hill!

2. **Engaging Families and Community:**

We understand relationships are the cornerstone of healthy organizations. Therefore, we build positive relationships to ensure learning in the classroom learning in the classroom. Parents and the community have a vested interest in our success and we actively seek out partnerships with families and community-based organizations. Realizing that our main "customers" are the students, we must ensure they are engaged and ready to learn deeply. Parents are a child's first teacher. We seek to involve parents/guardians to their individual comfort level. As a learning organization we are committed to offering a wide variety of parent engagement classes and experiences that provide personal growth, parenting strategies and ways to support their student's learning success. Partnerships with the community and various agencies assist us in the engagement and coordination of needs for students and families, allowing us to connect families with services beyond what the school and district can provide. Additionally, we seek community support for opportunities allowing students to be involved in the world of work so that they can make relevant life connections. In support of students and families the district has multiple Community Liaisons and an extensive School Linked Services (SLS) program to support families. We offer counseling, parent education programs, attendance support, bilingual translation and a variety of methods for communication. Parent teacher conferences are held twice a year however, parents are always welcome on our campus and can meet with their child's teacher when they feel needed. Teachers send home weekly newsletters and many participate in online communication to share photos, learning experiences and seek two-way communication. The Forest Hill PTA also provides monthly events for families to engage in. The school principal holds monthly coffee with the principal events. Additionally, we offer a variety of ways for stakeholders to get involved and offer feedback throughout the year. In Campbell we believe all students can learn and education is a team effort.

3. Professional Development:

In Campbell, there is a strong focus on professional development. Individual school sites are given autonomy to determine what growth opportunities are needed. Monthly professional development is provided by both the district and school site. The focus for the past two years districtwide for teachers in grades TK-2 is the foundational skills needed for reading. We believe that students must have access to a guaranteed and viable curriculum that is the same no matter what school or classroom the child is in. In order to guarantee an equitable learning experience, we employ the foundational skills curriculum entitled CKLA with fidelity. It teaches the reading code in a structured way that is coherent from kindergarten through second grade. With the focus on the foundational skills, Forest Hill has seen an increase in students' reading assessment scores. We have seen a significant decline in the number of students in grades kindergarten and first needing reading intervention support.

In grades 3rd-5th, there has been a strong focus for the past two years on implementing Learning Targets. By having students understand what is going to taught and learned in a lesson, we have seen an increase in student achievement. Teachers use our district essential standards to create student centered learning targets that help promote self-directed learners. Teachers have spent ample time learning how to break down essential standards into foundational lessons and create common formative assessments. Grade level collaboration has been key to writing effective learning targets.

Forest Hill has focused this school year on providing professional development for the program Toolbox. Teachers attended a full-day training before school to learn the foundational components of the program. A full year plan was created by the staff to ensure fidelity and commitment to the program. Teachers lesson plan as a grade level team monthly to ensure the new tool of the month is taught and implemented by all students.

Forest Hill also have provided professional development on programs aimed to provide engagement opportunities for students. Our teacher leaders have trained staff on the use of Google Classroom, SeeSaw (online student portfolio), Accelerated Reader and podcasting. Teachers in grade three have been piloting a supplemental writing program and shared their findings with grades two and four. Forest Hill teachers are committed to growing professionally. Many have attended conferences, online webinars and local workshops.

4. School Leadership:

We function as professional learning communities who regularly meet in teams to have focused collaboration around evidence of learning. The student learning results from implementation of highly engaging instruction, mastery of guaranteed learning, and collective teacher efficacy. Teachers are to participate in all steps of the cycle. The role of the principal (as the lead learner) is to model learning, shape culture, and garner resources to maximize the collective focus on learning. Collaboration is defined as a systematic process, in which people work together, interdependently, to analyze and impact professional practice in order to improve student learning.
In collaborative teams, teachers answer the four PLC questions:
1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

Each PLC has an identified facilitator with the understanding that there is an agreement of shared leadership responsibilities. The facilitator prepares in advance for the meetings by communicating with the other members the types of data or work samples that will be brought to meetings. Agendas include time to analyze the data, adjust lesson design to address the variability of learners, select learning resources and plan responsive intervention/extension. Teachers work together to create shared learning targets aligned to essential standards. Meetings include reviewing data reports at the class and team level. Teams identify and discuss student successes and error patterns they see in student responses. Collaborative decisions are made in response to students' data to regroup, reteach or extend students' learning. Teachers determine which

common formative assessments will be used to assess future learning. Notes are taken and shared with the administrator using the format agreed upon by the school site.

Teachers engage in decision making throughout the school year. With a strong focus on developing the areas of need for the upcoming year, data analysis of both academic and behavior is done to ensure we are addressing our areas of need. We use our parent perception survey to also aide in our planning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Forest Hill Elementary School's strategy for success is our STEAM (Science, Technology, Engineering, Arts and Math) program for grades TK-5th. The STEAM program supports all students and provides a rich learning environment. At Forest Hill, we have spent the past three school years focusing on the implementation of STEAM in all grades. With the support of our district and PTA, we have been able to integrate STEAM into all classrooms.

The goal of our STEAM program is to increase involvement for all stakeholders and to inspire a passion for learning. We have seen an increase in participation at all STEAM events and opportunities on our campus. With the adoption of the CCSS and NGSS and a focus on college and career readiness, it was clear to all stakeholders there was a need to increase students' exposure to STEAM learning experiences.

Our STEAM program is referenced in our school district's LCAP (Local Control Accountability Plan) Goals. In goal number one, all students will receive high quality instruction in Common Core and NGSS (Next Generation Science Standards) from highly qualified teachers. Forest Hill implements this goal by providing professional development and on-site coaching to all staff regularly on the implementation of the standards and STEAM integration. In goal number four, parents will be encouraged and invited to participate in their child's learning both at school and home. Our STEAM Program goes above the norm in including parents in monthly opportunities to engage in their child's learning. We offer ample experiences to families to participate in their child's education.

Forest Hill has a team of teachers that provide co-teaching opportunities with other classroom teachers to deliver STEAM integration lessons. Our district provides four release days a year for these four teachers to support STEAM integration. Forest Hill has devoted site funds to increase this integration to monthly. Each month, the team of STEAM teachers are released from their classrooms and work in our STEAM lab. Students in all grades participate in these opportunities. We also provide our 4th and 5th grade students with a weekly STEAM lesson from a credentialed teacher. We are the only school in our district that provides this level of STEAM integration weekly to students.

Teachers and administrators have attended district professional development as well as local conferences based on the integration of STEAM.

STEAM Lessons are provided with a key focus on meeting the needs of all students. By having students explore the multiple forms of learning (Musical-rhythmic and harmonic, Visual-Spatial, Verbal-Linguistic, Logical-Mathematical, Bodily-kinesthetic, Interpersonal, Intrapersonal, and Naturalistic) students are more engaged. Students have shown increased mastery on the CCSS and NGSS standards. Students are given opportunities to work with others to solve problems. We have heard from students on their perception survey results that they want to be challenged at school. Our STEAM program does just that.

Weekly, STEAM teachers provide all grade levels an opportunity to be exposed to lessons that are based on the four C's (Communication, Collaboration, Critical Thinking and Creativity). Homeroom teachers co-teach with a STEAM teacher to provide these enriching experiences. By using a co-teach, we have seen more teachers integrate STEM lessons in their classrooms.