

Sherman Oaks Community Charter School

Serving grades Kindergarten through Six

2005-2006 School Accountability Report Card

Report published June 2007

California Distinguished School

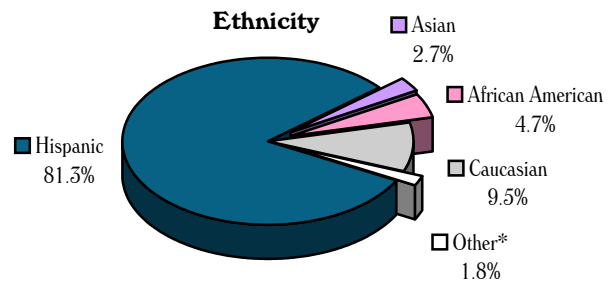
Mission Statement

Sherman Oaks School, a community lighthouse, illuminating visions of the future, guides all learners on a journey as they celebrate today and dream about tomorrow!

Community & School Profile

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

Sherman Oaks, located in the northern learning community of Campbell Union School District, was the first charter elementary school in Santa Clara County. During the 2005-06 school year, 477 kindergarten through sixth grade students were enrolled on a traditional calendar schedule. The 2005-06 student population consisted of 75.0% "Socioeconomically Disadvantaged," 86.0% "English Learners," and 7.0% "Students with Disabilities." Additional demographics for the 2005-06 school year are illustrated below.



* Other includes: American Indian (0.2%), Filipino (1.0%), Pacific Islander (0.4%), Multiple or No Response (0.2%).

Discipline & Climate for Learning

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

Campbell
Union
School
District

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

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

Suspensions & Expulsions						
	Sherman Oaks			CUSD		
	05-04	04-05	05-06	05-04	04-05	05-06
Suspensions	3	2	0	297	350	439
Suspension Rate	0.67%	0.41%	0.00%	3.98%	4.77%	5.99%
Expulsions	0	1	0	2	12	7
Expulsion Rate	0.00%	0.20%	0.00%	0.05%	0.16%	0.10%

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:

- Exhibition Evenings
- Parent Nights
- Homework Center
- Summer Program
- CORAL After-school Program

Class Size

Sherman Oaks maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 21:1 for the 2005-06 school year. Students receive additional assistance in the classroom from parent volunteers. The table below indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	20	20	20	4	4	4	0	0	0	0	0	0
1st	19	20	20	5	4	4	0	0	0	0	0	0
2nd	20	20	19	4	4	4	0	0	0	0	0	0
3rd	19	20	20	4	4	4	0	0	0	0	0	0
4th	31	30	32	0	0	0	2	3	2	0	0	0
5th	31	28	27	0	0	0	1	2	3	0	0	0
K-3rd	29	n/a	n/a	0	0	0	1	0	0	0	0	0
4th-5th	n/a	27	28	0	0	0	0	1	1	0	0	0

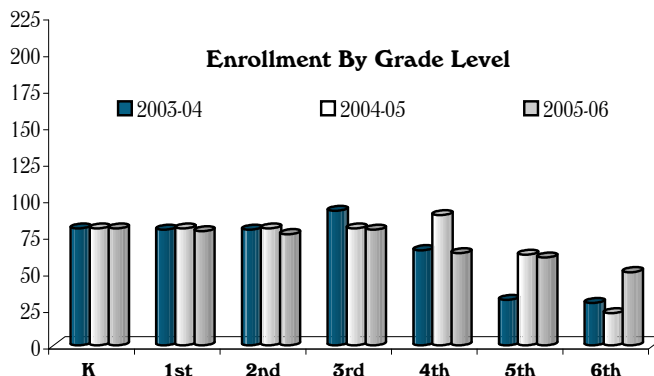
Class Size Reduction

	04	05	06
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3rd	0%	n/a	n/a

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

School Attendance & Enrollment

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



Minimum Days & Instructional Minutes

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

Instructional Minutes by Grade Level

	Required Minutes	Actual Minutes
K	36,000	64,800
1st-3rd	50,400	62,100
4th-6th	54,000	62,100

School Facilities & Safety

Sherman Oaks, originally constructed in 1996, is currently comprised of 21 classrooms (including portables), one library, one computer lab, one staff lounge, a cafeteria/multipurpose room, an amphitheater, one playground, and a Community Center.

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

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

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

Sherman Oaks is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and intruder drills are held on a rotating basis throughout the school year. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: June 25, 2007

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Cleaning Process

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

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

Textbooks & Instructional Materials

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

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

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2004	In fall 2006, the district's Board of Education determined that all textbooks at Sherman Oaks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Holt, Rinehart, & Winston	6th	2002	
Math	Houghton Mifflin	K-6th	2001	
Social Science	Scott Foresman	K-3rd	2005	
	Houghton Mifflin	4th-5th	1999	
	Glencoe/McGraw Hill	6th	2005	
Science	Houghton Mifflin	K-5th	2001	
	Holt, Rinehart, & Winston	6th		

Curriculum Improvement

All curriculum development at Sherman Oaks 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.

Student Achievement & Testing

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

California Standards Test

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

California Standards Test (CST)																																	
Combined % of Students Scoring at Advanced & Proficient Levels																																	
	English/Language Arts						Mathematics						Science																				
	2nd		3rd		4th		5th		6th		2nd		3rd		4th		5th		6th														
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06									
All Students																																	
SOCC	20	33	46	16	18	19	14	26	34	16	19	18	10	13	13	43	52	62	47	50	49	10	36	37	0	21	28	23	52	23	3	12	12
CUSD	46	48	54	45	40	45	52	56	55	50	53	49	45	49	52	60	62	65	58	58	62	58	55	60	46	47	53	41	47	50	32	40	39
California	55	42	47	50	51	37	39	47	49	40	45	43	56	38	41	51	56	59	48	54	58	45	50	54	58	44	48	35	40	41	24	28	32
Females																																	
SOCC	21	44	53	21	27	28	17	29	28	13	21	16	9	17	15	41	63	63	48	52	63	10	33	24	0	21	31	9	42	31	7	11	13
CUSD	49	50	58	45	48	59	56	60	60	55	55	50	45	53	54	59	62	65	56	60	62	57	53	63	46	48	50	39	48	50	32	38	34
California	59	45	51	53	55	39	45	52	54	44	46	47	59	41	44	50	55	58	47	54	56	45	51	55	58	45	48	34	39	41	21	26	30
Males																																	
SOCC	18	22	38	11	9	9	12	24	41	19	17	21	11	9	10	45	41	62	46	48	35	9	38	50	0	20	25	32	64	14	0	13	11
CUSD	45	45	51	41	33	40	49	54	51	46	50	49	42	45	50	60	63	67	60	56	62	57	56	56	45	48	56	45	47	49	32	42	45
California	52	39	45	27	29	33	56	44	46	56	39	40	53	35	39	52	58	59	50	56	58	45	50	54	56	43	48	36	41	42	26	32	34
Socioeconomically Disadvantaged																																	
SOCC	12	27	38	10	12	10	11	22	23	8	11	16	4	9	11	33	49	57	36	44	44	7	33	30	0	18	24	20	50	17	4	9	8
CUSD	22	29	51	20	18	22	26	31	34	25	27	24	16	24	30	36	46	45	36	37	45	55	36	40	21	24	30	17	28	32	10	13	16
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	39	45	48	36	44	46	32	38	42	25	32	35	21	26	28	11	14	18
English Learners																																	
SOCC	15	29	44	8	13	17	5	12	33	13	14	12	7	33	3	38	49	61	37	49	46	3	26	37	0	17	21	21	56	14	0	6	6
CUSD	37	34	38	29	23	26	18	27	25	21	11	18	8	7	9	49	53	52	46	45	49	32	38	39	22	15	28	15	12	17	10	6	11
California	18	23	27	10	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7
Caucasian																																	
SOCC	55	*	*	*	*	*	*	*	*	*	*	*	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSD	58	65	71	57	52	68	65	73	69	69	67	66	60	67	69	73	77	81	71	72	78	70	67	72	61	61	68	55	61	65	48	53	59
California	53	61	65	48	51	55	59	68	69	60	63	63	56	58	61	67	75	74	64	70	75	61	65	68	51	58	64	51	58	58	42	49	52
Hispanic																																	
SOCC	13	28	37	11	14	13	10	20	30	17	20	16	10	13	12	35	48	54	36	48	45	6	30	34	0	20	26	21	52	24	3	12	11
CUSD	23	25	30	16	19	19	26	29	32	27	25	25	17	24	26	35	45	41	32	34	45	33	32	37	20	21	27	19	26	26	9	16	13
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	39	44	47	36	45	46	33	38	43	25	33	36	21	26	29	11	14	18

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

Physical Fitness

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

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

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 30.0% of Sherman Oaks School's fifth grade students met or exceeded state fitness standards.



Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring.

Currently, only students in grades three and seven are tested. The chart below reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

CAT/6																												
% Scoring At or Above the National Average																												
	Reading												Mathematics															
	2nd			3rd			4th			5th			6th			2nd	3rd											
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06				
Sherman Oaks	27			29	15	27	11			19			7			46			60	50	42	29			29			55
CUSD	55			49	44	45	55			52			55			68			65	58	61	62			57			58
California	47			55	56	57	55			40			46			58			55	55	55	49			50			55
Subgroups																												
Females	33			38	21	35	13			13			0			51			63	52	54	27			15			45
Males	21			19	9	18	9			25			11			41			57	48	29	30			44			58
Socioeconomically Disadvantaged	21			28	12	19	9			19			8			42			57	48	38	28			27			52
English Learners	22			22	13	25	0			15			7			40			56	51	40	18			25			52
Caucasian	64			*	*	*	*			*			*			64			*	*	*	*			*			*
Hispanic	17			25	14	25	6			20			7			42			58	50	39	22			50			52

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

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

Academic Performance Index

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

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

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

	API Growth			2006 API Growth Score
	2003-04	2004-05	2005-06	
Statewide API Rank	3	2	2	
Similar Schools API Rank	5	4	1	
All Students				
Actual API Growth	-13	25	7	676
Socioeconomically Disadvantaged				
Actual API Growth	-8	17	3	641
English Learners				
Actual API Growth	*	*	18	662
Hispanic				
Actual API Growth	7	30	3	648

* Data unavailable through the California Department of Education.

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

School Leadership

Leadership at Sherman Oaks is a responsibility shared among administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Julie Henderson, Ph.D. since 2004. Prior to this position, Dr. Henderson served as the Director of Professional Development for the California Schools Redesign Network at Stanford. She also has an extensive background in classroom teaching and administration.

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: District Curriculum Council, School Site Council, and English Language Advisory Committee (ELAC).

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.



Adequate Yearly Progress 2006

Results of school and district performance are displayed at right. Sherman Oaks did not meet all of the 2006 AYP criteria.

Met AYP Criteria	Sherman Oaks		Campbell Union School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	Yes	Yes
API	Yes		Yes	
Made Overall AYP	No		Yes	

Federal Intervention Program

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



Federal Intervention Program

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

Counseling & Support Services Staff

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

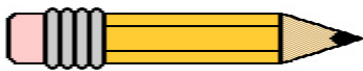
Counseling & Support Services

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

Special Education: The Student Study Team (SST) meets to discuss options for students who may be struggling socially or academically. Students with special needs are placed in programs according to their Individualized Education Plans (IEPs). A Special Day Class (SDC) and a Resource Specialist Program (RSP) are available for students who qualify.



English Learners: English Learner (EL) students acquire English as a second language through a dual immersion program. This is a content-based instructional program that produces biliterate and bilingual proficiency in Spanish and English.



GATE: Sherman Oaks 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.

At-Risk Intervention: Sherman Oaks offers a variety of programs for students who may be struggling academically. In addition to differentiated instruction and after school tutoring, students have access to one-on-one and/or small group interventions in language arts and mathematics.

Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). When teachers are absent, the district uses substitute teachers from a pool of qualified individuals, pre-screened by the Human Resources Office. Due to a statewide shortage of substitute teachers, the district has intensified its efforts to recruit qualified candidates. When necessary, school site administrators will assume the role of the substitute.

Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. For the 2005-06 school year, Sherman Oaks staffed 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Sherman Oaks			CUSD
	03-04	04-05	05-06	05-06
With Full Credential	22	20	21	379
Without Full Credential	0	3	2	11
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	1

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

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

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

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Sherman Oaks	CUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	91.3%	92.0%	96.0%	91.0%
% of Classes Taught by Non-NCLB Compliant Teachers	8.7%	8.0%	4.0%	9.0%



Teacher Evaluation & Professional Development

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

Evaluations are based on the following criteria:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored five annual staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2005-06 school year included:

- Curriculum Mapping: Aligning Curriculum to Standards on a Timeline
- Results Oriented Data Analysis
- Developing Clear Targets through Pacing Calendars & Benchmark Assessments
- Data-Driven Analysis: Looking at Ways to Narrow the Achievement Gap
- Developing Intervention Systems at Schools to Support Mastery of the Standards

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

Parent & Community Involvement

Parents play an important role at Sherman Oaks through volunteering on campus, fundraising, chaperoning field trips, and participation in various organizations including the School Site Council and Parent-Teacher Association (PTA).

Sherman Oaks is very proud of the strong support it receives from the community. The George Lucas Educational Foundation and PBS Boston have taken an active interest in the school, filming documentaries on-site. Sherman Oaks is also a member school of the Bay Area School Reform Collaborative (BASRC).

Teacher & Administrative Salaries

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

Teacher & Administrative Salaries 2004-05

	CUSD	California
Beginning Teacher Salary	\$42,106	\$38,554
Mid-Range Teacher Salary	\$63,034	\$62,649
Highest Teacher Salary	\$77,186	\$76,437
Average Principal Salary (Elementary)	\$94,811	\$95,882
Average Principal Salary (Middle)	\$97,354	\$98,355
Superintendent Salary	\$159,910	\$150,227
% of Budget for Teacher Salaries	46.6%	43.8%
% of Budget for Administrative Salaries	6.5%	5.4%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recently released salary comparison data was for the 2004-05 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state. The chart at right displays the average teacher salary at Sherman Oaks and compares it to average teacher salaries at the district and state levels.



Average Teacher Salaries		
School & District	Sherman Oaks	\$60,546
	CUSD	\$59,090
	Percentage of Variation: 2.5%	
School & State	Sherman Oaks	\$60,546
	All Elementary School Districts	\$58,725
	Percentage of Variation: 3.1%	

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

Expenditures & Services Funded

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

Expenditures per Pupil		
SOCC	Total	\$5,458
	Restricted (Supplemental) Sources	\$1,267
	Unrestricted (Basic) Sources	\$4,191
CUSD	Unrestricted Sources	\$4,785
	Percentage of Variation (School/District): 12.4%	
California	Unrestricted Sources	\$4,745
	Percentage of Variation (School/State): 11.6%	

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

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

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

Sherman Oaks Community Charter School

Dr. Julie Henderson, Principal
Claudine Corbett, Secretary
Corinne Sighe, Clerk

CUSD Administration

Dr. Johanna VanderMolen
 Superintendent

Dale Thurston
 Deputy Superintendent,
 Administrative Services

Ruth Baraket
 Assistant Superintendent,
 Human Resources

Cathy Stefanki
 Assistant Superintendent,
 Instructional Services

Board of Education

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

Contact Information

Parents who wish to participate in Sherman Oaks' leadership teams, school committees, school activities, or become a volunteer may contact the school office at (408) 795-1140. The district website (www.campbell.k12.ca.us), as well as the school's website (<http://so.ca.campusgrid.net/home>) provide a variety of helpful resources and information.