

Sherman Oaks Community Charter School

Serving grades Kindergarten through Six

2006-2007 School Accountability Report Card

Report published January 2008

California Distinguished School

Principals

Nancy Atkinson & Peggy Bryan

<http://so.ca.campusgrid.net>

Campbell
Union
School
District

www.campbellusd.k12.ca.us

1800-C Fruitdale Ave. • San Jose, CA 95128 • (408) 795-1140 • (408) 341-7180 Fax

Mission Statement

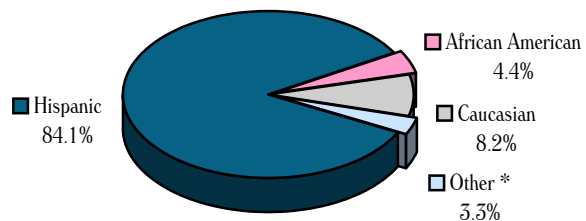
Sherman Oaks School, a community lighthouse, illuminating visions of the future, guides all learners on a journey as they celebrate today and dream about tomorrow!

Community & School Profile

Located in the West portion of Santa Clara County, Campbell was officially incorporated as a city in 1952. Campbell has grown from a small farming community with a population of approximately 5,000 to a progressive community with a population of over 38,000. Campbell Union School District serves more than 7,000 students throughout the communities of Campbell, San Jose, Saratoga, and Los Gatos. During 2006-07, the district was comprised of seven elementary schools, three middle schools, and two charter schools.

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 2006-07 school year, 477 kindergarten through sixth grade students were enrolled on a traditional calendar schedule. The 2006-07 student population consisted of 69.4% "Socioeconomically Disadvantaged," 69.2% "English Learners," and 4.8% "Students with Disabilities." Additional demographics for the 2006-07 school year are illustrated below.

Ethnicity



* Other includes: American Indian (0.2%), Asian (2.1%), Filipino (0.8%), & 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.

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		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	0	0	550	459	414
Suspension Rate	0.41%	0.00%	0.00%	4.77%	5.99%	5.63%
Expulsions	1	0	0	12	7	5
Expulsion Rate	0.20%	0.00%	0.00%	0.16%	0.10%	0.07%

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
- Conflict Management
- Homework Center
- Summer Program
- CORAL After-School Program
- Valet Program
- Student Council
- Parent Nights

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 Principals Nancy Atkinson and Peggy Bryan since the start of the 2007-08 school year. Prior to this position, Ms. Atkinson served as the principal at Capri School. Ms. Bryan's previous experience includes positions as the founding principal of Sherman Oaks and principal at Blackford School.

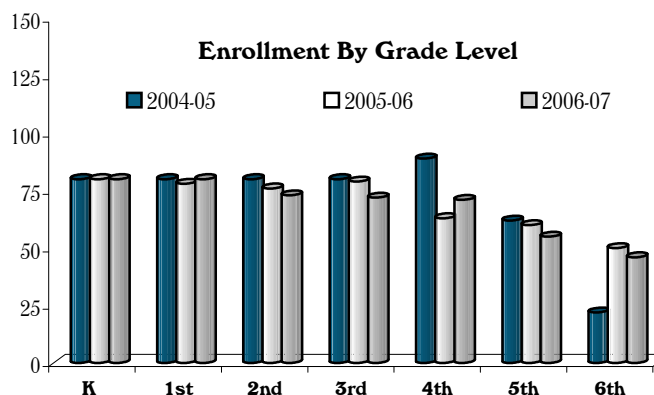
Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- District Curriculum Council
- School Site Council
- English Language Advisory Committee (ELAC)

School Attendance & Enrollment

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification procedures when their child is absent. School personnel regularly review absence reports and contact parents, either by phone or mail, when student absences become excessive.

When necessary, a parent conference or referral to appropriate authorities may take place. The following chart illustrates the enrollment trend for the past three years.



Class Size

Sherman Oaks maintained a schoolwide average class size of 21 students and a pupil-to-teacher ratio of 21:1 for the 2006-07 school year. Students receive additional assistance in the classroom from parent volunteers. The table below indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	20	4	4	4	0	0	0	0	0	0
1st	20	20	20	4	4	4	0	0	0	0	0	0
2nd	20	19	18	4	4	4	0	0	0	0	0	0
3rd	20	20	18	4	4	4	0	0	0	0	0	0
4th	30	32	24	0	0	0	3	2	3	0	0	0
5th	28	27	28	0	0	0	2	3	2	0	0	0
6th	n/a	n/a	23	0	0	0	0	0	2	0	0	0
4th-5th	27	28	n/a	0	0	0	1	1	0	0	0	0

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.



Data Sources

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

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Campbell Union School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in December 2007 in regards to the textbooks in use at Sherman Oaks during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Houghton Mifflin	K-5th	2004	On October 18, 2007, the district's Board of Education determined that all textbooks at Sherman Oaks Community Charter School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Holt, Rinehart, & Winston	6th	2002	
Math	Pearson	K-5th	2001	
	Houghton Mifflin	6th		
Social Science	Scott Foresman	K-5th	2005	
	Houghton Mifflin	4th-5th	1999	
	Glencoe/McGraw Hill	6th	2005	
Science	Houghton Mifflin	K-5th	2001	
	Holt, Rinehart, & Winston	6th		
Visual & Performing Arts	SRA	K-1st	2006	
	Macmillan	K-4th		
	Davis	2nd-6th		

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, with access to more than 140 computers campus-wide. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of San Jose, Campbell, Saratoga, and Los Gatos, which contain numerous computer workstations.

Counseling & Support Services

In addition to academics, the staff at 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 following chart displays a list of support services that are offered to students.

Counseling & Support Services Staff	
	Full-Time Equivalent
Counselor	0.0
Library/Media Teacher (Librarian)	0.0
Nurse	0.0
Other/RSP	1.0
Speech, Language, Hearing Specialist	0.5

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 Resource Specialist Program (RSP) is 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 Gifted and Talented Education (GATE) services 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.

Student Achievement & Testing

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

Physical Fitness

In the spring of each year, the state requires 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 2006-07 school year, 37.7% of Sherman Oaks School's fifth grade students met or exceeded state fitness standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through 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		5th																						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07															
All Students																																	
SOCC	33	46	**	18	19	**	26	34	**	19	18	**	13	13	**	52	62	**	50	49	**	36	37	**	21	28	**	52	23	**	12	12	**
CUSD	48	54	54	40	45	46	56	55	54	53	49	51	49	52	47	62	65	63	58	62	61	55	60	55	47	53	53	47	50	51	40	39	46
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Females																																	
SOCC	44	53	**	27	28	**	29	28	**	21	16	**	17	15	**	63	63	**	52	63	**	33	24	**	21	31	**	42	31	**	11	13	**
CUSD	50	58	58	48	59	50	60	60	56	55	50	54	53	54	51	62	63	61	60	62	62	53	63	53	48	50	52	48	50	49	38	34	42
California	45	51	53	35	39	41	52	54	55	46	47	48	41	44	45	55	58	58	54	56	58	51	55	58	45	48	49	39	41	41	26	30	35
Males																																	
SOCC	22	38	**	9	9	**	24	41	**	17	21	**	9	10	**	41	62	**	48	35	**	38	50	**	20	25	**	64	14	**	13	11	**
CUSD	45	51	50	33	40	41	54	51	51	50	49	48	45	50	43	63	67	65	56	62	60	56	56	57	48	56	52	47	49	54	42	45	49
California	39	45	44	29	33	33	44	46	48	39	40	41	35	39	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Socioeconomically Disadvantaged																																	
SOCC	27	38	**	12	10	**	22	23	**	11	16	**	9	11	**	49	57	**	44	44	**	33	30	**	18	24	**	50	17	**	9	8	**
CUSD	29	31	33	18	22	23	31	34	33	27	24	25	24	30	25	46	45	45	37	43	41	36	40	38	24	30	29	28	32	34	13	16	20
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
English Learners																																	
SOCC	29	44	**	13	17	**	12	33	**	14	12	**	33	3	**	49	61	**	49	46	**	26	37	**	17	21	**	56	14	**	6	6	**
CUSD	34	38	42	23	26	28	27	25	29	11	18	16	7	9	10	53	52	51	45	49	44	38	39	38	15	28	24	12	17	22	6	11	12
California	25	27	30	12	15	15	19	24	24	15	13	14	7	8	9	45	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11
Hispanic																																	
SOCC	28	37	**	14	13	**	20	30	**	20	16	**	13	12	**	48	54	**	48	45	**	30	34	**	20	26	**	52	24	**	12	11	**
CUSD	25	30	33	19	19	21	29	32	33	25	25	26	67	69	65	45	41	42	34	43	39	32	37	38	21	27	28	26	26	31	16	13	21
California	28	33	35	17	22	23	32	35	37	27	29	30	58	61	61	44	47	48	43	46	48	38	45	46	33	36	37	26	29	29	14	18	23

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

** Data unavailable through the California Department of Education.

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 - Grade 3

% Scoring At or Above the National Average

	Reading			Mathematics		
	05	06	07	05	06	07
Sherman Oaks	15	27	**	50	42	**
CUSD	44	45	46	58	61	61
California	36	37	38	54	55	56
Subgroups						
Females	21	35	**	52	54	**
Males	9	18	**	48	29	**
Socioeconomically Disadvantaged	12	19	**	48	38	**
English Learners	13	25	**	51	40	**
Caucasian	*	*	**	*	*	**
Hispanic	14	23	**	50	39	**

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

** Data unavailable through the California Department of Education.

Parent & Community Involvement

Parents play an important role at Sherman Oaks through volunteering on campus, fundraising, chaperoning field trips, and participation in the School Site Council.

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.

Academic Performance Index

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



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

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools."

A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below. Sherman Oaks did not meet all of the 2007 AYP criteria.

API Growth				
	2004-05	2005-06	2006-07	2007 API Growth Score
Statewide API Rank	2	2	2	
Similar Schools API Rank	4	1	2	
All Students				
Actual API Growth	25	7	23	699
Socioeconomically Disadvantaged				
Actual API Growth	17	3	25	667
English Learners				
Actual API Growth	*	18	-1	659
Hispanic				
Actual API Growth	30	3	23	671

* 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.

Adequate Yearly Progress 2007				
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	No	Yes
API	Yes		Yes	
Made Overall AYP	No		No	

Federal Intervention Program

Program Improvement (PI)

	Sherman Oaks	CUSD
PI Status	In PI	Not in PI
First Year of PI Implementation	2007-08	n/a
Year in PI (2007-08)	Year 1	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	15.4%

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.

Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Sherman Oaks staffed 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	Sherman Oaks			CUSD
	04-05	05-06	06-07	06-07
With Full Credential	20	21	20	374
Without Full Credential	3	2	4	24
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	0

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

Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

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

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



School Facilities & Safety

Sherman Oaks, originally constructed in 1996, is currently comprised of 21 classrooms (including portables), one staff lounge, an amphitheater, one playground, and a Community Center. The most recent renovations to the campus occurred in 2006 and included restroom remodeling. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: December 5, 2007
 Overall Summary of School Facility Conditions: Good
 Data provided December 14, 2007

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned *
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			Some minor repairs needed; sheet rock water damaged.
Interior Surfaces (walls, floors, & ceilings)		X		
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			Some lights in need of repair.
Electrical (interior/exterior)		X		
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			Trash & misc. debris noted.
Playground/School Grounds		X		
Roofs		X		Some leaks in buildings.
Overall Cleanliness		X		

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

School Safety

The safety of students and staff is a primary concern of 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.

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

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recently released salary comparison data was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state.

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

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.

Average Teacher Salaries		
School & District	Sherman Oaks	\$65,942
	CUSD	\$61,516
	Percentage of Variation: 7.2%	
School & State	Sherman Oaks	\$65,942
	All Elementary School Districts	\$61,005
	Percentage of Variation: 8.1%	

* 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.

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)

Teacher & Administrative Salaries 2005-06

	CUSD	California
Beginning Teacher Salary	\$45,650	\$59,984
Mid-Range Teacher Salary	\$65,516	\$65,798
Highest Teacher Salary	\$79,656	\$79,204
Average Principal Salary (Elementary)	\$96,262	\$99,820
Average Principal Salary (Middle)	\$103,712	\$102,340
Superintendent Salary	\$161,791	\$158,484
% of Budget for Teacher Salaries	46.6%	45.0%
% of Budget for Administrative Salaries	6.1%	5.4%

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Campbell Union School District spent an average of \$7,165 to educate each student. The chart below provides a comparison of the school's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Sherman Oaks	Total	\$5,281
	Restricted (Supplemental) Sources	\$474
	Unrestricted (Basic) Sources	\$4,807
CUSD	Unrestricted Sources	\$5,152
	Percentage of Variation (School/District): 6.3%	
California	Unrestricted Sources	\$4,945
	Percentage of Variation (School/State): 2.8%	

* 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.

District Administration

Dr. Johanna VanderMolen
Superintendent

James Crawford
Deputy Superintendent,
Administrative Services

Ruth Bareket
Assistant Superintendent,
Human Resources

Cathy Stefanki
Assistant Superintendent,
Instructional Services

Board of Education

Scott Kleinberg
President

Danielle M.S. Cohen
Vice President

Douglas Moe
Clerk

Leah K. Read
Member

Janet W. Johnson
Member