

Sherman Oaks Community Charter School

Serving grades Kindergarten through Six

2007-2008

School Accountability Report Card

California Distinguished School

Principal

Irene Preciado

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

**Campbell
Union
School
District**

www.campbellusd.k12.ca.us

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

Sherman Oaks, located in the northern learning community of Campbell Union School District, provides a nurturing school environment with special emphasis placed on academic achievement. The school offers a dual language immersion program (English/Spanish), featuring a wide variety of activities, both curricular and extracurricular. These opportunities promote high student interest, a sense of tradition, and a quality learning experience for all students.

During the 2007-08 school year, 485 kindergarten through sixth grade students were enrolled on a traditional calendar schedule. The 2007-08 student population consisted of 76.0% "Socioeconomically Disadvantaged," 71.0% "English Learners," and 5.0% "Students with Disabilities."

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 Positive Behavior Intervention System (PBIS), Project Cornerstone, and others to foster positive relationships and role models among students.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	3.9%
American Indian	0.0%
Asian	1.4%
Caucasian	8.0%
Filipino	0.8%
Hispanic or Latino	82.1%
Pacific Islander	0.2%
Multiple or No Response	3.5%



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

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

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	7	439	414	269
Suspension Rate	0.0%	0.0%	1.4%	6.0%	5.6%	3.7%
Expulsions	0	0	0	7	5	10
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

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
- Sports 4 Kids
- Student Council
- Parent Nights
- After-School All Stars
- Valet Program
- Conflict Management
- Homework Center
- Summer Program

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 Irene Preciado since the start of the 2008-09 school year. Prior to this position, Ms. Preciado served in various administrative roles and as a classroom teacher.

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

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

Curriculum Improvement

All curriculum development at the school revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Campbell Union School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

School Enrollment & Attendance

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

When necessary, a parent conference or referral to appropriate authorities may take place. The chart illustrates the trend in enrollment at the school over the most recent three-year period.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	80	80	83
1st	78	80	81
2nd	76	73	76
3rd	79	72	80
4th	63	71	60
5th	60	55	62
6th	50	46	43



Class Size

The school maintained an average class size of 22 students and a pupil-to-teacher ratio of 21:1 during the 2007-08 school year. Students receive additional in-class assistance from parent volunteers and instructional aides. The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	21	4	4	2	0	0	2	0	0	0
1st	20	20	21	4	4	2	0	0	2	0	0	0
2nd	19	18	19	4	4	4	0	0	0	0	0	0
3rd	20	18	19	4	4	4	0	0	1	0	0	0
4th	32	24	31	0	0	0	2	3	2	0	0	0
5th	27	28	30	0	0	0	3	2	2	0	0	0
6th	n/a	23	24	0	0	0	0	2	1	0	0	0
4th-5th	28	n/a	n/a	0	0	0	1	0	0	0	0	0

Counseling & Support Staff

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 chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Education Associate	1	0.4
Nurse	1	As Needed
Resource Specialist Program (RSP) Teacher	1	0.8
Speech/Language Specialist	1	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 six. 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.

School Facilities & Safety

Sherman Oaks, originally constructed in 1996, is currently comprised of 22 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.

School Safety

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

The School Site Safety Plan was most recently revised in spring 2008 by members of the School Site Council and Safety Committee. All revisions to the Safety Plan are immediately reviewed with staff. Key elements of the plan include:

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

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake, and intruder drills are held on a rotating basis throughout the school year.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair.

A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating/Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Flooring

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

School Facility Conditions				
Date of Last Inspection: 06/16/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems		X		Area 5 (Kitchen) - Needs ventilation.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Areas 2 & 4 - Sheetrock damage. Area 5 (Kitchen) - Flooring needs to be replaced.
Hazardous Materials (Interior and Exterior)	X			Areas 2 & 4 - Paint peeling.
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Student Achievement & Testing

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

California Standards Test

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



California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts															Math															Science				
	2			3			4			5			6			2			3			4			5			6			5				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
All Students																																			
School	46	40	46	19	32	32	34	22	41	18	30	39	13	24	48	62	51	60	49	52	41	37	24	38	28	64	73	23	9	54	12	45	61		
District	54	54	59	45	46	49	55	54	62	49	51	50	52	47	57	65	63	68	62	61	66	60	55	62	53	53	55	50	51	54	39	46	51		
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46		
Males																																			
School	38	37	45	9	17	32	41	13	31	21	33	17	10	20	55	62	49	60	35	60	56	50	17	31	25	70	67	14	5	60	11	57	50		
District	51	50	54	40	41	46	51	51	57	49	48	47	50	43	54	67	65	67	62	60	69	56	57	61	56	52	54	49	54	55	45	49	52		
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48		
Females																																			
School	53	42	47	28	43	31	28	28	50	16	27	55	15	27	41	63	54	59	63	46	28	24	31	44	31	58	79	31	12	50	13	31	69		
District	58	58	65	49	50	52	60	56	67	50	54	53	54	51	59	63	61	68	62	62	63	63	53	65	50	52	55	50	49	53	34	42	52		
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45		
Socioeconomically Disadvantaged																																			
School	38	25	32	10	23	24	23	15	32	16	24	30	11	23	47	57	39	50	44	49	28	30	19	27	24	63	70	17	9	53	8	41	56		
District	31	33	37	22	23	28	34	33	39	24	25	31	30	25	35	45	43	49	43	41	47	40	38	43	30	29	39	32	34	34	16	20	31		
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32		
Hispanic or Latino																																			
School	37	33	37	13	27	25	30	17	37	16	24	31	12	22	49	54	44	50	45	46	34	34	19	31	26	62	73	24	7	60	11	40	56		
District	30	33	38	19	21	29	32	33	42	25	26	30	26	25	36	41	42	49	43	39	46	37	38	42	27	28	40	26	31	36	13	21	32		
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32		
English Learners																																			
School	44	26	45	17	24	7	33	10	10	12	10	10	3	0	*	61	40	56	46	47	21	37	10	10	21	53	55	14	0	*	6	17	37		
District	38	42	47	26	28	20	25	28	15	18	16	10	9	10	6	52	51	57	49	44	44	39	38	30	28	24	26	17	22	17	11	12	16		
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17		

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

Physical Fitness

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

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

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 11.5% of the school's fifth grade students either met or exceeded state fitness standards.

Academic Performance Index

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

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

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

Adequate Yearly Progress

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

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed in the chart.

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

	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2007-08	N/A
Year in PI (2008-09)	Year 1	N/A
# of Schools Currently in PI	N/A	2
% of Schools Identified for PI	N/A	15.4%

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Campbell Union School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 6, 2008.



All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	2	3	
Similar Schools Rank	1	2	3	
All Students				
Actual Growth	7	23	52	755
Socioeconomically Disadvantaged				
Actual Growth	3	25	43	715
Hispanic or Latino				
Actual Growth	3	23	49	725
English Learners				
Actual Growth	18	-1	66	730

Adequate Yearly Progress (AYP)

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

Parent & Community Involvement

Parents play an important role at Sherman Oaks through volunteering on campus, fundraising, chaperoning field trips, and participation in the Parent-Teacher Association, English Learner Advisory Council, and School Site Council.

Sherman Oaks is very proud of the strong support it receives from the community. The City of San Jose has taken an active interest in the school, providing many after-school opportunities and resources for students and staff.

Data Sources

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

The following chart displays data collected in October 2008 in regards to the textbooks in use at the school during the current school year (2008-09).

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th	English/ Language Arts	Holt, Rinehart & Winston	2008	Yes
K-5	English/ Language Arts	Houghton Mifflin	2008	Yes
6th	Mathematics	Houghton Mifflin	2008	Yes
K-3	Mathematics	Houghton Mifflin	2008	Yes
4th-5th	Mathematics	Houghton Mifflin	2001	Yes
6th	Science	Holt, Rinehart & Winston	2001	Yes
K-5	Science	Houghton Mifflin	2001	Yes
6th	Social Science	Glencoe (MacMillan/ McGraw Hill)	2005	Yes
4th-5th	Social Science	Houghton Mifflin	1999	Yes
K-3	Social Science	Scott Foresman	2005	Yes
2nd-5th	Visual and Performing Arts	Davis Publications	2006	Yes
6th	Visual and Performing Arts	Davis Publications	2006	Yes
K-4	Visual and Performing Arts	MacMillan	2006	Yes
K-1	Visual and Performing Arts	SRA/McGraw-Hill	2006	Yes

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, with access to more than 170 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.



Teacher Assignment

Campbell Union School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, Sherman Oaks staffed 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	05-06	06-07	07-08	07-08
With Full Credential	21	20	19	359
Without Full Credential	2	4	6	19
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current available data are reported.

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

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

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

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

Teacher & Administrative Salaries

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

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

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recently released salary comparison data was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state.

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

Average Teacher Salaries	
School & District	
School	\$66,885
District	\$65,387
Percentage of Variation	2.29%
School & State	
All Unified School Districts	\$64,702
Percentage of Variation	3.37%

District Expenditures & Revenue Sources

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,673
From Restricted Sources	\$1,110
From Unrestricted Sources	\$6,564
District	
From Unrestricted Sources	\$5,707
Percentage of Variation between School & District	15.02%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	23.85%

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)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (408) 795-1140. The district's website (www.campbellusd.k12.ca.us) also provides a variety of resources and helpful information.



Campbell Union School District

District Administration

Dr. Johanna VanderMolen

Superintendent

James Crawford

Deputy Superintendent,
Administrative Services

Shelly Viramontez

Assistant Superintendent,
Human Resources

Dr. Ruth Bareket

Associate Superintendent,
Instructional Services

District Governing Board

Danielle M.S. Cohen

President

Douglas Moe

Vice President

Leah K. Read

Clerk

Scott Kleinberg

Member

Juliet Tiffany-Morales

Member