

# Sherman Oaks Elementary School

1800 Fruitdale Avenue • San Jose CA, 95128 • (408) 795-1140 • Grades Pre-K-6

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Sherman Oaks Elementary School

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#### District Governing Board

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#### District Administration

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**Superintendent**

James Crawford  
**Deputy Superintendent,  
Administrative Services**

Dr. Shelly Viramontez  
**Associate Superintendent, Human  
Resources**

Elizabeth Wolfe  
**Assistant Superintendent,  
Instructional Services**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (408) 795-1140.

### School Description

**COMMUNITY:** Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Sherman Oaks Community Charter School, with its Spanish dual language immersion program, educates 490 students in English and Spanish from preschool through 6th grade. Our school has a rich history of academic and cultural excellence that is the result of the hard work and dedication of our staff, and of the partnership with the parents who provide a diversity of experiences for our students. Our staff focuses on creating successful bilingual and biliterate leaders for the 21st century workplace.

**MISSION:** Creating successful bilingual and bi-literate leaders is a shared goal among the team at Sherman Oaks. Our collaborative work environment will reward us with respectful critical thinkers who are empowered and knowledgeable leaders who take pride in their accomplishments.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	109
Gr. 1	88
Gr. 2	77
Gr. 3	63
Gr. 4	68
Gr. 5	56
Gr. 6	53

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	0.2
Hispanic or Latino	88.9
Native Hawaiian/Pacific Islander	0.4
White	5.3
Two or More Races	0.6
Socioeconomically Disadvantaged	76.7
English Learners	60.5
Students with Disabilities	4.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Sherman Oaks Elementary School	12-13	13-14	14-15
Fully Credentialed	20	21	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	1
Campbell Union School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	336
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	0

◆ = data not required

Teacher Misassignments and Vacant Teacher Positions at this School			
Sherman Oaks Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.30	0.70
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Facility Conditions/Planned Improvements (Most Recent Year)

Sherman Oaks, originally constructed in 1996, has 25 classrooms (including portables), one staff lounge, an outside amphitheater, two playgrounds, and a shared community Center. Recent improvements include a new multi-use/cafeteria building, all new play structures, outdoor eating area, ceiling-mounted projectors in all classrooms, painting, landscape improvements and new outdoor drinking fountains.

### Cleaning Process:

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

### Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/21/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]		
<b>Interior:</b> Interior Surfaces	[ ]	[X]		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]		
<b>Electrical:</b> Electrical	[ ]	[X]		Service on lighting scheduled for 8/2014
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]		Roof repairs - fall 2014
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/>

**The textbooks listed are from most recent adoption: Yes**  
**Percent of students lacking their own assigned textbook: 0**

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 2010**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grades K-5: Houghton Mifflin Reading: Medallion Edition (upgrade adopted 2010)
<b>Mathematics</b>	K-5: Houghton Mifflin California Mathematics (adopted 2010) 6-8: Holt McDougal: California Mathematics (adopted 2008) K-8 (pilot): Eureka Math
<b>Science</b>	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008)
<b>History-Social Science</b>	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006)
<i>Above instructional materials are in English and Spanish to support the school's Dual Language Immersion program. Materials below are English only.</i>	
<b>Health</b>	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.
<b>Visual and Performing Arts</b>	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	70	51	75	76	70	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	57	57	63	64	62	54	56	55
Math	72	75	74	66	66	68	49	50	50
HSS				47	53	53	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	6	6
Similar Schools	8	6	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.6	29.1	10.9

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	51
Male	55
Female	45
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	*
White	*
Two or More Races	*
Socioeconomically Disadvantaged	43
English Learners	9
Students with Disabilities	*
Students Receiving Migrant Education Services	*

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	-18	0
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	17	-18	5
Native Hawaiian/Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	15	-28	14
English Learners	14	-20	-24
Students with Disabilities	N/D	N/D	N/D

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parents are actively involved at Sherman Oaks Community Charter School in many ways.

- They serve on the traditional committees of School Site Council and the English Learner Advisory Committee (ELAC).
- Parents also assist teachers and students in the classroom. For those parents who are unable to assist the teachers during the school day, opportunities are provided to assist from home.
- There is an active group of parents who belong to the Parent-Teacher Committee (PTC), and they are always looking for volunteers. This group supports our school with fundraising, event planning, student council, yearbook, and a variety of community events.
- A Parent Volunteer Coordinator tries to match volunteer parents with the tasks they most enjoy. Parents help as Los Dichos/Project Cornerstone classroom readers and/or assist in the library, the office, on the playground and with after-school play practice. Some help prepare the Thursday envelopes, while others enjoy organizing and participating in community events such as cultural celebrations, movie nights, or parent education nights.

We welcome and encourage parent participation. We work in partnership with parents with the knowledge and understanding that parent involvement positively impacts a student's academic success.

### State Priority: School Climate

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

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

### School Safety Plan

The School Safety plan for the 2013-14 school year was updated and approved September 5, 2013.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.5	2.3	2.0
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.9	3.4	2.3
Expulsions Rate	0.09	0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No Data	
Met Participation Rate: English-Language Arts	for this	
Met Participation Rate: Mathematics	year.	
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	0.2
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1
Other	0.04
Average Number of Students per Staff Member	
Academic Counselor	514

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	22	22	4		1	0	4	4	0		
Gr. 1	18.3	21	22	4		1	0	4	3	0		
Gr. 2	19.8	23	26	4			0	3	3	0		
Gr. 3	23.3	25	21	1		1	2	3	2	0		
Gr. 4	25.7	31	34	0			3	2		0		2
Gr. 5	27.5	30	28	0			2	2	2	0		
Gr. 6	21.5	27	27	2			0	2	2	0		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,808	\$41,507
Mid-Range Teacher Salary	\$73,068	\$67,890
Highest Teacher Salary	\$87,960	\$86,174
Average Principal Salary (ES)	\$112,725	\$109,131
Average Principal Salary (MS)	\$118,374	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$206,936	\$185,462
Percent of District Budget		
Teacher Salaries	41	42
Administrative Salaries	7	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5104.13	612.25	4491.88	67497.68
District	◆	◆	4860.87	\$70,805
State	◆	◆	\$4,690	\$70,788
Percent Difference: School Site/District			-7.6	-4.7
Percent Difference: School Site/ State			-4.2	-4.6

◆ = data not required

### **Types of Services Funded at Sherman Oaks Elementary School**

In addition to general state funding, Campbell Union School District received state and federal funding for the following special programs in 2013-14.

- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

### **Professional Development provided for Teachers at Sherman Oaks Elementary School**

Campbell Union School District's work year calendar allocated three full-day Professional Development days in the 2012-2013 school year, three in 2013-2014, and four are planned for 2014-15. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

### **PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:**

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

### **METHODS OF PD:**

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

### **HOW TEACHERS ARE SUPPORTED:**

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.