

# Sherman Oaks Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

Please note: Some of the 2021-22 data was not included in this report as it is pending release by the CDE. The district will republish the updated report after the CDE data is provided.



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Sherman Oaks Elementary School
<b>Street</b>	1800-C Fruitdale Avenue
<b>City, State, Zip</b>	San Jose CA, 95128
<b>Phone Number</b>	(408) 795-1140
<b>Principal</b>	Pablo Viramontes III
<b>Email Address</b>	pviramontes@campbellusd.org
<b>School Website</b>	shermanoaks.campbellusd.org
<b>County-District-School (CDS) Code</b>	43-69393-6046692

## 2022-23 District Contact Information

<b>District Name</b>	Campbell Union School District
<b>Phone Number</b>	(408) 364-4200
<b>Superintendent</b>	Dr. Shelly Viramontez
<b>Email Address</b>	sviramontez@campbellusd.org
<b>District Website Address</b>	www.campbellusd.org

## 2022-23 School Overview

Sherman Oaks Dual Immersion School educates over 550 students in English and Spanish in grades TK through 8th grade.

Sherman Oaks Dual Immersion is known for academic excellence and cultural responsiveness. Their dedicated staff educate students to their highest potential and partner with our families to provide a diverse set of experiences for students and families. We focus on creating a sense of belonging for students who will become successful bilingual and biliterate leaders for the 21st century workplace.

Through formative and summative assessments, we monitor our progress toward these goals: 1) High quality first instruction for all 2) High quality social emotional learning for all 3) Parent, family, and community engagement to support all learners. Schoolwide programs at Sherman Oaks include an after-school mariachi music program, middle school competitive sports, and a folkloric dance group. Seasonal student clubs including chess and sports are also offered periodically based on teacher availability.

Values:

We are learners. We are collaborators. We are community builders.

Vision:

Our vision is for students to take pride as bilingual and biliterate learners who apply their learning in a variety of contexts. They will be supported by a school community that models, values and celebrates bilingualism in all its forms.

Mission:

Our mission is to create and foster a bilingual and biliterate school community where all students learn at high levels.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	70
Grade 2	70
Grade 3	56
Grade 4	75
Grade 5	63
Grade 6	59
Grade 7	59
Grade 8	53
Total Enrollment	573

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.0
Asian	0.5
Black or African American	1.0
Filipino	0.3
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.2
White	7.2
English Learners	51.3
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	65.8
Students with Disabilities	8.4

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	95.24	272.70	91.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.67	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	0.87	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.76	5.40	1.81	12115.80	4.41
<b>Unknown</b>	0.00	0.00	15.90	5.33	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	298.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

<b>Year and month in which the data were collected</b>	November 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-6: Benchmark Advance/Adalante - Benchmark Education (English and Spanish)  6: Houghton Mifflin Harcourt California Collections  (Adopted 2016-17)  Supplemental Grades 1-2: Amplify, Core Knowledge Language Arts. (Adopted 2018-19)	Yes	0
<b>Mathematics</b>	TK: Bridges in Mathematics - Math Learning Center K-5: Bridges in Mathematics; Pearson Education Investigations 6-7: Houghton Mifflin Harcourt Go Math 7: CPM course 2  (Adopted June 2017)	Yes	0
<b>Science</b>	Grades K-5: Scott Foresman: California Science (Adopted 2008)  Grades 6-7: Accelerated Learning Inc.: STEMScope Science (Adopted 2020-21)	Yes	0
<b>History-Social Science</b>	Grades K-3: Scott Foresman: History-Social Science for California  Grade 4: Houghton Mifflin: History- Social Science California Studies Grade 5: Houghton Mifflin: History- Social Science: U.S. History The Early Years Grade 6: Glencoe McGraw-Hill: Discovering Our Past: Ancient Civilizations Grade 7: Glencoe McGraw-Hill: Discovering Our Past: Medieval and Early Modern Times  Supplemental Teachers' Curriculum Institute: History Alive!  (Adopted 2006)	Yes	0
<b>Foreign Language</b>	English-Spanish Dual Language Immersion program.	Yes	0
<b>Health</b>	Grade 5: Family Life: iMatter (Adopted 2017-18) Grade 7: Family Life: Teen Talk (Adopted	Yes	0
<b>Visual and Performing Arts</b>	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders	Yes	0

<b>Science Laboratory Equipment (grades 9-12)</b>	n/a	No	0
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## School Facility Conditions and Planned Improvements

Sherman Oaks School offers a safe learning environment before, during and after school, and sufficient spaces to support teaching and learning on campus. Originally constructed in 1996, it has 30 classrooms (including 1 portable), an energy-efficient multi-use/cafeteria building, one staff lounge, library, covered lunch area, small garden, an outside amphitheater, three playgrounds, an alternative multi-use building and two Campbell Care classrooms.

The school has undergone several improvements between 2020 and 2022, including several updates to the adjacent Parkway buildings to accommodate our upper grade programs. Renovations and improvements include: Parkway multi-use building, 2 Parkway classrooms for music room, a new kiln and rain canopy for art classes, and updated fire alarms.

### Cleaning Process:

We provide a safe and clean environment for students, staff, and volunteers before, during and after school. Cleaning staff receives training and supplies needed to implement district cleaning standards for all facilities. Basic cleaning operations are performed daily throughout the school year, with an emphasis on classrooms and restrooms. Special and deep-cleaning projects are scheduled for times when students are not on campus. Administrators work daily with the school's custodial staff to develop effective cleaning schedules and special cleaning needs. A joint effort between students and staff helps keep the campus clean and litter-free.

### Maintenance & Repair:

Facility Maintenance Department staff administers a preventative maintenance program with heavy maintenance functions occurring during student vacation periods.

The District also administers a scheduled landscape and building maintenance program to ensure that all indoor and outdoor spaces on campus remain in excellent repair. Maintenance and repairs include roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

A work order process is used when issues arise that require attention. Emergency repairs are given the highest priority, and repair requests are completed efficiently. Voter-approved general obligation bonds supplement district funding in order to keep schools safe and up to date so students can receive the education needed to be competitive in our modern world.

<b>Year and month of the most recent FIT report</b>	12/7/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	C1: Missing base coving and wallpaper C2: Missing or peeling wallpaper E6: Room is overcrowded with furniture and teacher belongings - no order, several canned lights out E7: Counter needs caulk E8: Counter needs caulk, hole in the wall near urinal F10: Counter needs caulk F12: Counter laminate needs to be glued F9: Counter needs caulk H19: Fountain leaking, counter needs caulk, wallpaper in bad shape near sink, 1 light out
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			: E6: Room is overcrowded with furniture and teacher belongings - no order, several canned lights out



## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			E6: Room is overcrowded with furniture and teacher belongings - no order, several canned lights out H15: 1 light out H19: Fountain leaking, counter needs caulk, wallpaper in bad shape near sink, 1 light out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			E8: Counter needs caulk, hole in the wall near urinal H17: Sink faucet is missing aerator and handle moved to center H19: Fountain leaking, counter needs caulk, wallpaper in bad shape near sink, 1 light out H20: faucet missing aerator
<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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students 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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	45	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	351	349	99.43	0.57	37.82
<b>Female</b>	162	162	100.00	0.00	43.21
<b>Male</b>	189	187	98.94	1.06	33.16
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	318	316	99.37	0.63	34.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	19	100.00	0.00	78.95
<b>English Learners</b>	147	145	98.64	1.36	11.03
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	250	248	99.20	0.80	27.82
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	33	97.06	2.94	21.21

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	351	349	99.43	0.57	29.23
<b>Female</b>	162	162	100.00	0.00	30.86
<b>Male</b>	189	187	98.94	1.06	27.81
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	318	316	99.37	0.63	25.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	19	100.00	0.00	73.68
<b>English Learners</b>	147	145	98.64	1.36	4.83
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	250	248	99.20	0.80	20.97
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	33	97.06	2.94	9.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	27.03	--	12.64	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	112	111	99.11	0.89	27.03
<b>Female</b>	51	51	100	0	27.45
<b>Male</b>	61	60	98.36	1.64	26.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	101	100	99.01	0.99	25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	44	43	97.73	2.27	2.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	82	81	98.78	1.22	20.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100	0	8.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.9	91.9	91.9	90.3	91.9
Grade 7	98.2	96.5	98.2	96.5	98.2

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

While the COVID-19 pandemic impacted the ways in which parents were able to participate in on-campus activities, Sherman Oaks families remained involved through remote meetings, educational offerings, and supporting their children's learning at home.

Parents continue to have many involvement opportunities, both on campus and off:

- Serving on advisory committees, such as the English Language Advisory Committee, School Site Council, and the Parent-Teacher Committee.
- Organizing and attending community events such as cultural celebrations, movie nights, or parent education nights.
- Assisting in classrooms, serving as Los Dichos/Project Cornerstone classroom readers and/or helping in the library, school office, or playground
- Participating in workshops, field trips and more.

There are also opportunities for parents and community members to be involved at the district level through participation in such committees as the District English Language Advisory Committee, Bond Oversight Committee, Superintendent's advisory committees, Wellness Committee, Innovation Council, and others. We welcome public participation in Governing Board meetings and conduct district-wide surveys each year to elicit parent, student, staff and community input as we develop our annual Local Control and Accountability Plan (LCAP). We collaborate with local community based groups to enhance services and support for our students and their families.

The district maintains a team of Community Liaisons who coordinate school and community based support services to reduce/eliminate non-instructional barriers to student learning. Support services include access to medical, dental, vision and mental health care, community services for housing and food insecurity, and more. Community Liaisons also schedule and assist with developing parent education workshops on a variety of topics that are relevant to their child's education, including how to use the district's online communication and progress reporting tools, positive discipline, computer literacy, how to support student education at home, college classes, cyber safety.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	582	107	18.4
Female	274	272	47	17.3
Male	315	310	60	19.4
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	6	6	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	524	519	101	19.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	7	0	0.0
White	43	42	5	11.9
English Learners	300	298	57	19.1
Foster Youth	0	0	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	407	402	78	19.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	13	22.4

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.45	2.45
Expulsions	0.00	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.02	0.12	2.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.73	0.00
Male	1.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.33	0.00
English Learners	1.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The school safety plan was updated, reviewed and approved on 9/9/2022.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22	1	2	
2	22	1	3	
3	25		3	
4	22	1	2	
5	25		3	
6	35			2

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	22		3	
2	20	3		
3	20	1	3	
4	23	1	2	
5	31		2	
6	34			1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	23		3	
2	23		3	
3	19	3		
4	25		3	
5	32		2	
6	30		2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.7

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,660.56	\$570.02	\$7,090.54	\$98,173.41
<b>District</b>	N/A	N/A	\$7,512.53	\$95,045
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.8	-5.2
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.5	6.6

## 2021-22 Types of Services Funded

- District funding through the Local Control Funding Formula (LCFF) includes a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funds the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, Special Education, and/or Foster Youth. State and federal funding also supports the following special programs. 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

In 2020-2021, the District received one time COVID 19 relief funds to address SB98 guidelines, providing both In-Person and Distance learning for continuity of instruction.

The funds are used to address pupil learning loss and provide mental health and social and emotional well-being.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$64,698	\$52,641
<b>Mid-Range Teacher Salary</b>	\$96,855	\$83,981
<b>Highest Teacher Salary</b>	\$113,504	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$133,388	\$136,247
<b>Average Principal Salary (Middle)</b>	\$173,426	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$322,929	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## Professional Development

Many opportunities for professional development are offered at Sherman Oaks throughout the year, including training on science curriculum, reading intervention curriculum, social emotional learning curriculum, vocabulary strategies, and professional development on behavior support.

Campbell Union School District's work year calendar allocated two full days for Professional Development in the 2020-21 school year, three in 2021-22, and three in 2022-23. The District provides professional development for all credentialed and non-credentialed staff to support our Local Control and Accountability Plan (LCAP) and the Instructional Vision for the district.

Teachers meet regularly in professional learning communities to collaborate, examine student data, and learn from one another in job-embedded professional development. They also meet as grade-level teams to coordinate and support each other's lesson plans and intervention strategies for targeted learning needs.

Extensive coaching opportunities are available to teachers through our district Math Specialists, site Equity TOSAs (teachers on special assignment) and other district TOSAs. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

We also use a variety of delivery models for professional development, including summer training or conferences, stipends for online learning with guided facilitation with district staff members, and after school sessions throughout the school year. We take into consideration staff requests for both content and timing of the professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	3	3