

# Sherman Oaks Dual Language Immersion School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Sherman Oaks Dual Language Immersion 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>	Wendy Gonzalez
<b>Email Address</b>	wgonzalez@campbellusd.org
<b>School Website</b>	shermanoaks.campbellusd.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	43-69393-6046692

2024-25 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</b>	www.campbellusd.org

2024-25 School Description and Mission Statement
<p>Sherman Oaks Dual Immersion School educates over 524 students in grades TK through 8th in English and Spanish. Sherman Oaks Dual Immersion is known for academic excellence and cultural responsiveness. Our dedicated staff educate students to their highest potential and partners with our families to provide a diverse set of experiences for students and families.</p> <p>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</p>

2024-25 School Description and Mission Statement

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. Students 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	66
Grade 2	57
Grade 3	63
Grade 4	58
Grade 5	48
Grade 6	64
Grade 7	49
Grade 8	46
Total Enrollment	529

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	0.8
Black or African American	0.9
Hispanic or Latino	90
Two or More Races	1.5
White	6.8
English Learners	47.8
Homeless	1.1
Socioeconomically Disadvantaged	66.4
Students with Disabilities	7.6

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/Incomplete/NA</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>	20.50	91.11	260.30	92.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.35	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.44	4.00	1.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.44	15.80	5.63	15831.90	5.67
<b>Total Teaching Positions</b>	22.50	100.00	282.20	100.00	279044.80	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.

## 2022-23 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>	22.00	91.67	250.60	90.19	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	1.15	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.17	4.10	1.50	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	4.17	19.80	7.15	14303.80	5.15
<b>Total Teaching Positions</b>	24.00	100.00	277.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	1.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<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	0	0

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

## 2024-25 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.

Year and month in which the data were collected

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Teaching Strategies 2023-24 (5 years x16 wGOLD, Ready Rosie) K-6: Benchmark Advance/Adelante: Benchmark Education (2016 - 2017) 7-8: California Collections: Houghton Mifflin Harcourt (2016-2017)  Supplemental TK: Handwriting Without Tears: Learning Without Tears 1-2: Core Knowledge Language Arts K-2: Caminos Lectoescritura: Amplify (2023-24) [Spanish Language Arts] K-5: Sonday Essentials (2019-2020)	Yes	0
<b>Mathematics</b>	TK: Teaching Strategies (5 years x 16 w/ GOLD, Ready Rosie), (2023-24) K-5: Bridges in Mathematics, The Math Learning Center (2017-18) 6: Go Math, Houghton Mifflin Harcourt (2016-17) 7: CPM - CC2 (Course 2): CPM Educational Program (2017-18) 8: CPM - CC3 (Course 3) and CPM - CAP 8: CPM Educational Program (2017-18)	Yes	0
<b>Science</b>	TK: Teaching Strategies 2023-24 K-5: TWIG Science (2022-23) 6-8: Accelerated Learning Inc.: STEMScope Science (2020-21)  Supplemental TK: TWIG Science	Yes	0

<b>History-Social Science</b>	TK: Teaching Strategies 2023/24 (5 years x 16 w/ GOLD, Ready Rosie) K-3: History-Social Science for California, Scott Foresman 2006 4: History-Social Science: California Studies: Houghton Mifflin (2006) 5: U.S. History The Early Years, Houghton Mifflin 2006 6: Impact Ancient Civilizations, McGraw-Hill 2023/24 7: Impact Medieval and Early Modern Times, McGraw-Hill 2023/24 8: Impact Growth and Conflict, McGraw-Hill 2023/24	Yes	0
<b>Foreign Language</b>		Yes	0
<b>Health</b>	Grade 5: Puberty Talks: Health Connected (2024-2025) Grade 7: Teen Talk: Health Connected (2024-2025)	Yes	0
<b>Visual and Performing Arts</b>	Teacher-created lessons aligned with VAPA standards.	Yes	0

Note: Cells with N/A values do not require data.

## 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 3 portables), an energy-efficient multi-use/cafeteria building, one staff lounge, library, covered lunch area, small garden, an outside amphitheater, four playgrounds, an alternative multi-use building and four Campbell Care classrooms.

The school has undergone several improvements between 2020 and 2023, including refurbishing the play area, and several updates to the adjacent Parkway buildings to accommodate our upper grade elective 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. A new gymnasium is planned to open in the 2025-26 school year.

### 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.

**Year and month of the most recent FIT report**

09/30/2024 - 09/30/2024



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room E3: 2: (D) HVAC unit is generating excessive noise when starting up  Investigation showed that the unit is working properly, but has a noticeable noise when starting up. Age
<b>Interior:</b> Interior Surfaces	X			Preschool: 4: Black baseboard missing from wall under whiteboard
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Restroom Girls: 5: 1 set of light bulbs out. Girls restroom between hummingbird & falcon house 8: 3rd stall to right door does not latch closed. Girls restroom between hummingbird & falcon house
<b>Electrical</b>	X			
<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			Room PK 8: 15: entry door next to classroom 5 is chipping at the bottom

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	42	53	53	46	47
Mathematics (grades 3-8 and 11)	27	36	45	45	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	322	322	100.00	0.00	42.24
Female	167	167	100.00	0.00	46.71
Male	155	155	100.00	0.00	37.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	294	294	100.00	0.00	39.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	77.27
English Learners	106	106	100.00	0.00	11.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	226	100.00	0.00	34.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	6.67

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	322	321	99.69	0.31	35.83
Female	167	166	99.40	0.60	34.94
Male	155	155	100.00	0.00	36.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	294	293	99.66	0.34	33.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	68.18
English Learners	106	106	100.00	0.00	15.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	225	99.56	0.44	30.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	3.33

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.42	37.36	10.71	7.94	30.29	30.73

2023-24 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
All Students	91	91	100.00	0.00	37.36
Female	43	43	100.00	0.00	34.88
Male	48	48	100.00	0.00	39.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	33.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	58	100.00	0.00	25.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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. The administration of the PFT requires only participation results 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	97.9	97.9	97.9	97.9	97.9
Grade 7	100	100	100	100	100

2024-25 Opportunities for Parental Involvement
<p>Sherman Oaks families have many involvement opportunities, both on campus and off:</p> <ul style="list-style-type: none"><li>Serving on advisory committees, such as the English Language Advisory Committee, School Site Council, and the Parent-Teacher Committee.</li><li>Organizing and attending community events such as cultural celebrations, movie nights, or parent education nights.</li><li>Assisting in classrooms, serving as Los Dichos/Project Cornerstone classroom readers and/or helping in the library, school office, or playground as volunteers</li><li>Collaborating with and sharing feedback with administrators during monthly “Cafecito with the Principals” meetings</li><li>Participating in workshops, field trips and more.</li></ul> <p>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.</p> <p>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.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	539	46	8.5
Female	274	269	24	8.9
Male	272	270	22	8.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	487	484	41	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	37	37	2	5.4
English Learners	260	260	25	9.6
Foster Youth	--	--	--	--
Homeless	11	11	5	45.5
Socioeconomically Disadvantaged	379	378	37	9.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	52	4	7.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.02	1.57	0.92	2.19	2.78	2.36	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.08	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.00
Female	0.00	0.00
Male	1.84	0.00
Non-Binary	0.00	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	1.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Staff and School Site Council (SSC) review and update the plan every year by the end of February. It is presented to the Board for approval every May. The 2023-24 plan was Board approved on May 16, 2024.

## 2024-25 School Safety Plan

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.

### 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	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	1	3	
1	21	1	2	
2	23		3	
3	21		3	
4	26		2	
5	23		3	
6	29		2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3		
1	22		3	
2	19	3		
3	21	1	2	
4	29		2	
5	24		2	
6	32		2	

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	0.4
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1
Other	5.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	\$10,425.18	\$1,106.31	\$9,318.87	\$111,188.53
District	N/A	N/A	\$8,625.76	\$109,920
Percent Difference - School Site and District	N/A	N/A	7.7	1.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-14.5	14.3

## Fiscal Year 2023-24 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 staff, electricity, and most of the basic operational costs. 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

The Per pupil expenditure includes all instruction including, special instruction programs and other instructional programs, pupil services, administration, plant services, and all other services for the operation of the school including the Child Nutrition program.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$73,342	\$58,553
Mid-Range Teacher Salary	\$109,795	\$93,924
Highest Teacher Salary	\$127,649	\$119,489
Average Principal Salary (Elementary)	\$176,548	\$149,898
Average Principal Salary (Middle)	\$195,899	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$364,832	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

Campbell Union School District's work year calendar allocated three full days for Professional Development in the 2022-23, three in 2023-24, and three in 2024-25.

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 Classroom Improvement 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3