



Somis Union Elementary School

5268 North St. • Somis, CA 93066-9531 • (805) 386-5711 • Grades K-8

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Somis Union Elementary School District

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District Governing Board

Scott Mier, President
Robert Fulkerson, Clerk
Patti Ehrhardt, Member
Jane Ogne, Member
Michelle Quintero, Member

District Administration

Colleen Robertson, Ed.D
Superintendent

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (805) 386-5711.

School Description

The Somis Union School District was established in 1895 and moved to its present location in 1924. It is situated on over eight acres in the heart of the beautiful community of Somis which is located in Ventura County. The district currently operates one elementary school consisting of kindergarten through eighth grade and a home school which also serves grades kindergarten through eight. Somis School has been serving the educational needs of the community for over one hundred years and believes that the combination of small school environment, high academic expectations, skilled and dedicated staff, and family involvement provides a unique place for children to thrive. Indeed, our mission at Somis School is to provide a world class education that challenges our students to use their minds to the fullest potential, and to be responsible stewards of the 21st century. From after-school athletics to community meetings, there are many groups that gather at our school and make up our school community. Opportunities for participation in the school and District are announced throughout the year in the monthly school newsletter, Somis website, classroom newsletters, the automated telephone system and communications from the Superintendent.

Opportunities for Parental Involvement

Somis School encourages parents to be active in their child's education. There are many ways for parents to become involved as active partners at Somis School. Some opportunities to participate include:

- a. Parent Faculty Organization (PFO)
- b. School Site Council (SSC)
- c. Somis Education Foundation (SEF)
- d. Classroom volunteer
- e. Field trip chaperones
- f. English Learners Advisory Committee (ELAC)
- g. Room Mothers/Fathers
- h. Fundraising events

For information on how to become involved, contact Colleen Robertson, Ed.D, Principal/Superintendent, at (805) 386-5711.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	26
Gr. 1	23
Gr. 2	22
Gr. 3	21
Gr. 4	34
Gr. 5	30
Gr. 6	26
Gr. 7	39
Gr. 8	30
Total	251

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.8
Hispanic or Latino	66.9
Native Hawaiian/Pacific Islander	0.0
White	31.1
Two or More Races	1.2
Socioeconomically Disadvantaged	66.9
English Learners	41.8
Students with Disabilities	11.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.		21	18		1	1		0	0		0	0
Gr. 1		22	19		1	1		0	0		0	0
Gr. 2		21	18		1	1		0	0		0	0
Gr. 3		20	27		1	0		0	2		0	0
Gr. 4		22	23		1	0		1	1		0	0
Gr. 5		21.5	27		2	0		2	1		0	0
Gr. 6		13	20.5		9	5		0	1		0	0
K-3	19	20		1	1							
4-5	25	22					1	2				
4-8	28	28					3	2		1	1	
English		0	0		0	0		0	0		0	0
Math		21	21		1	1		0	0		0	0
Science		0	0		0	0		0	0		0	0
SS		0	0		0	0		0	0		0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	12.09	5.05	1.20
Expulsions Rate	.66	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	12.09	5.05	1.20
Expulsions Rate	.66	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan was last revised and updated in the 2012-13 school year. Each year the site principal reviews it. Any new guidelines or mandates are incorporated and staffing changes corrected. This plan is meant to be a working five-year plan and will be up for complete revision in the fall of 2017. Emergency evacuation drills are carried out at least monthly. The School Safety Plan is reviewed with staff at the beginning of each year.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2013.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 08/01/2013

The historical architecture of Somis School is reminiscent of the old California missions. Established in 1895 and moved to its present location in 1924 the school and buildings have seen many changes. Alumni often visit to marvel at the school plant and reminisce. In keeping with the needs of our 21st century learners, our campus is now wireless and each classroom is equipped with computers. The school library and computer lab can accommodate entire classes and are used by students throughout the school day and integrated into the after school program. Technology improvements include new iPads, Apple TV, 70" Monitors and Laptop Computers which were purchased in the summer of 2013. Nutritious hot lunches are served daily. All facilities are kept, clean, safe and accessible to users.

Somis Elementary School is a closed campus. Students are supervised on the school grounds one half hour prior to the beginning of the school day. During the day the school staff patrol the campus and maintain the grounds in a safe condition. Unsafe conditions are immediately reported to the maintenance staff who follow up with the report. All visitors must sign in and obtain and wear a visitor's badge while on campus. After school students are supervised by a campus supervisor until the bus leaves. Students also attend the on-site ASES program.

The school is cleaned on a daily basis by the maintenance staff.. This staff also maintains the grounds.

During the winter, spring and summer breaks the maintenance staff undertakes the periodic cleaning of carpets, windows, walls and large landscaping projects. They are also responsible for the day-to-day repairs to ensure the safety of our school community.

Interior Lighting Retrofit Project completed 9/09. Funding was provided through the California Energy Commission, which will be repaid through energy rebates and reduction in costs.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	17	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	14
Without Full Credential	♦	♦	0

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Staff development currently focuses on the implementation of the Common Core Standards. All school staff is being trained on Data Director, technology based applications for student assessment and management of achievement data. Staff is also collaborating on strategies for improvement of curriculum/ instruction through onsite training with outside experts and teacher leaders. For the previous three school years, three days have been dedicated to staff and professional development. Staff Development is supplemented during Staff Meetings. Last year, Somis Teachers joined a consortium of teachers from the other "small" districts of Briggs, Santa Clara, Mesa, and Mupu. This consortium of teachers attends two Professional Developments Days a year and is encouraged to meet more often to look at student work and to share best practices.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* 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 25 percent or less in the free and reduced price meals program.

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.20
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,739	\$2,157	\$5,742	\$62,197
District	♦	♦	\$5,742	\$62,197
State	♦	♦	\$5,537	\$57,720
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			3.7	7.8

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In hard economic times, it is imperative for schools to spend wisely. Somis School supports many programs and services in addition to the general educational program. Some of these are:

1. Enrichment Class
2. Instrumental Music Program (Grades 5-8)
3. Speech and language specialist
4. Resource Program
5. A physical education specialist
6. Library with support programs
7. Accelerated Reading Program
8. School psychologist
9. After School Education & Enrichment Program
10. Occupational therapist services
11. Computer lab/iPads
12. Kahn Academy/Google Docs
13. Waterford Early Reading

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,034	\$38,719
Mid-Range Teacher Salary	\$62,822	\$55,637
Highest Teacher Salary	\$74,513	\$70,797
Average Principal Salary (ES)	\$0	\$90,284
Average Principal Salary (MS)	\$0	\$94,675
Average Principal Salary (HS)	\$0	\$85,183
Superintendent Salary	\$131,500	\$104,272
Percent of District Budget		
Teacher Salaries	37.9%	35.5%
Administrative Salaries	5.2%	6.5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 06/9/2013

All textbooks are from State adoptions and are consistent with the content of curriculum frameworks adopted by the State Board of Education. Due to budget constraints, the California Department of Education has approved the continued use of the currently adopted Reading/Language Arts materials in grades K-8.

The district has affirmed that each student, including English Learners, has their own textbook to use in class and take home.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Houghton Mifflin Reading California (K-5) Adopted September 2002</p> <p>Prentice Hall Timeless Voices, Timeless Themes (6-8) Adopted September 2003</p> <p>High Point Reading Intervention Program for EL (6-8 ELL) Adopted September 2003</p> <p>Hampton Brown Avenues for EL (K-5) Adopted January 2008</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Macmillan/McGraw-Hill CA Mathematics 2009 (K-5) Adopted March 2009</p> <p>Glencoe Math Concepts/Skills, I & II (6-8) Adopted March 2009</p> <p>Glencoe Algebra Readiness (8) Adopted August 2010</p> <p>Glencoe Algebra I, Concepts/Skills (8) Adopted March 2009</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Edition 2007 Full Option Science Systems (FOSS) (K-5) Adopted February 2007</p> <p>Prentice Hall, Edition 2008 CA Science Explorer (6-8) Adopted February 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Scott Foresman History/Social Studies for CA (K-5) Adopted April 2006</p> <p>McDougal Littell California Social Studies (6-8) Adopted April 2006</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	50	57	53	53	57	54	56	55
Math	38	45	56	36	43	56	49	50	50
Science	56	59	68	56	57	68	57	60	59
H-SS	40	24	70	39	43	70	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	57	56	68	70
All Student at the School	57	56	68	70
Male	48	57	71	64
Female	66	54	66	74
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	50	53	66	67
Native Hawaiian/Pacific Islander				
White	71	63	75	
Two or More Races				
Socioeconomically Disadvantaged	50	58	67	74
English Learners	38	48	54	
Students with Disabilities	39	52		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	16.0	44.0
7	11.8	23.5	41.2

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-9	26	34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	30	29
Native Hawaiian/Pacific Islander			
White	-12	26	37
Two or More Races			
Socioeconomically Disadvantaged	-5	26	44
English Learners	-15	25	38
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	3	3	4
Similar Schools	3	2	4

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100.0	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	182	183	4,655,989
	API-G	814	814	790
Black or African American	Students	0	0	296,463
	API-G			708
American Indian or Alaska Native	Students	0	0	30,394
	API-G			743
Asian	Students	0	0	406,527
	API-G			906
Filipino	Students	2	2	121,054
	API-G			867
Hispanic or Latino	Students	122	123	2,438,951
	API-G	789	791	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	55	55	1,200,127
	API-G	867	867	853
Two or More Races	Students	3	3	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	117	118	2,774,640
	API-G	796	798	743
English Learners	Students	94	95	1,482,316
	API-G	772	775	721
Students with Disabilities	Students	26	27	527,476
	API-G	655	667	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A