



Somis Union Elementary School

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

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

Somis Union Elementary School District

5268 North Street
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District Governing Board

Scott Mier, President

Robert Fulkerson, Clerk

Genaro Barajas, Member

Patti Ehrhardt, Member

Michelle Quintero, Member

District Administration

Colleen Robertson, Ed.D
Superintendent

Marcella Klein Williams, Ed.D
Assistant Principal

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 transitional kindergarten through eighth grade and a home school which serves grades kindergarten through eighth. Somis School has been serving the educational needs of the community for one hundred twenty years. At Somis School we believe 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. In an effort to better meet the needs of our 21st century learners, Somis School is transitioning to a focus on Science, Technology, Engineering, Arts and Mathematics (STEAM). To further enhance the learning opportunities for our students, we are planning to build a new school that will serve our community for the next 100 years. 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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (805) 386-5711.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	35
Gr. 1	26
Gr. 2	21
Gr. 3	29
Gr. 4	23
Gr. 5	27
Gr. 6	30
Gr. 7	25
Gr. 8	40
Total	256

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.8
Hispanic or Latino	62.9
Native Hawaiian/Pacific Islander	0.0
White	33.2
Two or More Races	2.0
Socioeconomically Disadvantaged	68.0
English Learners	37.4
Students with Disabilities	9.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Somis Union Elementary School	12-13	13-14	14-15
Fully Credentialed	14	15	13
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Somis Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	13
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

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

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0.00
Districtwide		
All Schools	100	0.00
High-Poverty Schools	100	0.00
Low-Poverty Schools	0.00	0.00

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

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

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	
Year and month in which data were collected: 06/9/2013	
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 2003</p> <p>Prentice Hall Timeless Voices, Timeless Themes (6-8) Adopted September 2002</p> <p>High Point Reading Intervention Program for EL (6-8 ELL) Adopted September 2002</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>Pearson Connected Mathematics 3 (6-8) Adopted August 2014</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>American Legacy Publishing Studies Weekly - Science (3-6) Adopted September 2014</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>American Legacy Publishing Studies - Social Studies (3-6) Adopted September 2014</p> <p>McDougal Littell California Social Studies (6-8) Adopted April 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

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 which runs until 6:00pm every school day.

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 (Most Recent Year)				
Year and month in which data were collected: 07/17/2014				
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]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	59	68	58	57	68	58	60	59	60

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

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	49	50	57	53	53	57	54	56	55
Math	38	45	56	36	43	56	49	50	50
HSS	40	24	70	39	43	70	48	49	49

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	4	6
Similar Schools	2	4	9

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.1	5.6	66.7
7	5.0	15.0	60.0

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

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	58
All Student at the School	58
Male	48
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	46
Native Hawaiian/Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	9
Students with Disabilities	
Students Receiving Migrant Education Services	

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-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			

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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:

- Parent Faculty Organization (PFO)
- School Site Council (SSC)
- Somis Education Foundation (SEF)
- English Learners Advisory Committee (ELAC)
- Bond Oversight Committee
- Student Wellness Committee
- Classroom volunteer
- Field trip chaperones
- Room Mothers/Fathers
- Fundraising events

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

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	5.05	1.20	2.3
Expulsions Rate	0.0	0.0	0
District	11-12	12-13	13-14
Suspensions Rate	5.05	1.20	2.3
Expulsions Rate	0.0	0.0	0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A
Met API Criteria	N/A	N/A

2014-15 Federal Intervention Program		
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

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	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.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,278	\$1,843	\$7,435	\$59,667
District	♦	♦	\$7,435	\$59,667
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			58.5	3.0

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	18	25	31	1	2	2						
Gr. 1	19	20	23	1	1				1			
Gr. 2	18	19	18	1	1	1						
Gr. 3	27	17	21	1	1				1			
Gr. 4	23	23	16	1		1		1				
Gr. 5	27	25	21	1				1	1			
Gr. 6	21	22	24	1				1	1			
Math	26	22	20				1	1	1			

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,695	\$38,970
Mid-Range Teacher Salary	\$63,859	\$56,096
Highest Teacher Salary	\$75,742	\$71,434
Average Principal Salary (ES)	\$0	\$91,570
Average Principal Salary (MS)	\$0	\$97,460
Average Principal Salary (HS)	\$0	\$99,544
Superintendent Salary	\$133,670	\$107,071
Percent of District Budget		
Teacher Salaries	36	36
Administrative Salaries	6	7

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

Types of Services Funded at Somis Union Elementary School

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 | 7. Library with support programs | 12. Computer lab/iPads |
| 2. Music Education (Grades K-4) | 8. Accelerated Reading Program | 13. Kahn Academy/Google Docs |
| 3. Instrumental Music Program (Grades 5-8) | 9. School psychologist | 14. Waterford Early Reading |
| 4. Speech and language specialist | 10. After School Education & Enrichment Program | |
| 5. Resource Program | 11. Occupational therapist services | |
| 6. A physical education specialist | | |

Professional Development provided for Teachers at Somis Union Elementary School

Staff development currently focuses on the implementation of the Common Core Standards. All school staff is being trained on Measured Progress, 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. 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. Teachers also attend monthly "Triple T" Staff Development Sessions where emphasis is placed on teaching STEAM (Science, Technology, Engineering, Arts and Math) through hand-ons collaborative, learning opportunities.