

SOMIS ELEMENTARY SCHOOL



GRADES K-8

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Mary McKee
Superintendent

Patti Pape
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Welcome to our recently redesigned and updated Somis Elementary School Web site!

Somis believes that the first years of formal education are critical for gaining the foundation skills and developing the habits of minds that will ensure success in later years. The goal is to launch children into a world of lifelong learning. Dedicated teachers and staff have a deep understanding of teaching and learning. Within a nurturing and stimulating environment, children are challenged and supported to explore and discover their world. Each student is provided with a challenging and rigorous curriculum appropriate to his or her academic level. Every child is provided with an array of quality instructional experiences in all curricular areas that recognize, support, and maintain high expectations.

Somis School is a hub of the community, from after-school athletics to community meetings. There are many groups that make up our school community. Other opportunities for participation in the school and District will be announced throughout the year through the monthly school newsletter.

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)
- Classroom volunteer
- Field trip driver or chaperone
- English Learners Advisory Committee (ELAC)
- Room Mothers/Fathers
- Fundraising events

For more information on parental involvement, please contact Mrs. Patti Pape, Principal, at (805) 386-5711.

School Safety

The School Safety Plan was last revised and updated in the 2007-08 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 2008. 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 on November 15, 2007.

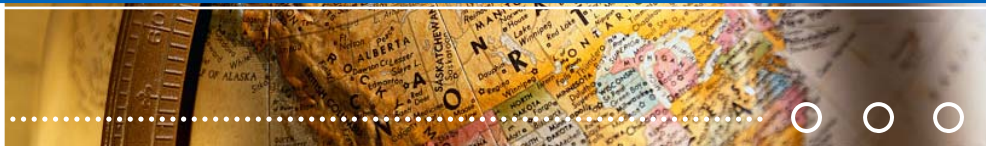


District Mission Statement

Somis Union School District, a supportive, nurturing country school, cherishes our diverse heritage and is committed to a progressive future. We recognize and celebrate the uniqueness of our children and are devoted to cultivating creative, balanced, educated, and valued members of society. Dedicated teachers and staff, in partnership with home and community, will provide necessary tools, knowledge, and skills in a rich and challenging educational environment.



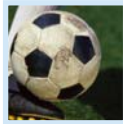
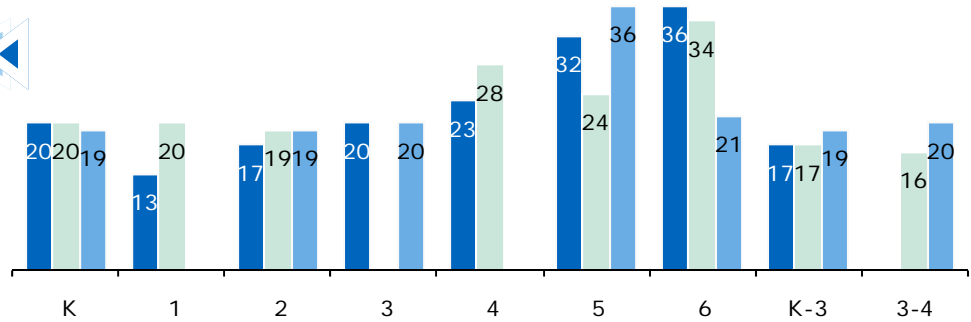
“Character, Community, Academics, and the Arts”



Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08



Professional Development

Staff development is focusing on the upcoming adoption of math curriculum and instruction in math. Teachers have the opportunity to attend staff development arranged through the Ventura County Office of Education. We are also training administrators and teachers in a variety of technology based applications for communication, student data collection, and curriculum/instruction through onsite trainers and teacher leaders.

For the previous three school years, three days were dedicated each year for staff and professional development.

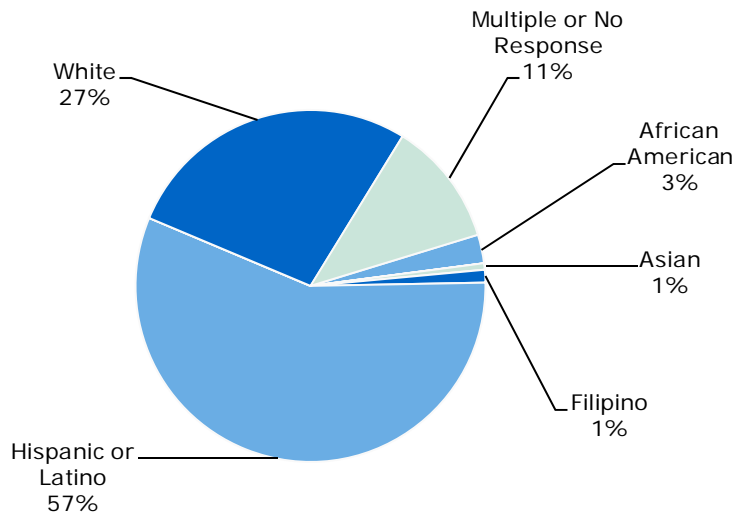
Class Size Distribution — Number of Classrooms By Size

Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			1			1		
1	1			1					
2	1			1			1		
3	2						1		
4		1			1				
5		1			1				1
6			1			1		1	
K-3	1			2			2		
3-4				1			1		



Enrollment and Demographics

The total enrollment was 339 students for the 2007-08 school year.





School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on September 2, 2008 and the inspection form was most recently completed on October 1, 2008.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Somis ES			Somis Union SD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.0%	3.2%	8.8%	0.0%	2.2%	5.7%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Facilities

Somis School has successfully blended historical architecture with modern school building design. Established in 1895 and moved to its present location in 1924. Each classroom is equipped with audiovisual equipment and a mini computer lab linked to the District server and to the Internet. Brand new steel lunch shelters and picnic tables provide a clean and attractive area for lunch and studying. The recently remodeled multipurpose room has state-of-the-art audiovisual equipment and cable and Internet connections. Hot lunches are provided on a daily basis. The school library and computer lab can accommodate entire classes and are used by students during and after school hours. All facilities are kept clean, safe and accessible to users.

The school is cleaned on a daily basis. The District contracts with a professional cleaning service to clean classrooms, offices, restrooms and other public spaces each evening. During the winter, spring and summer breaks large crews come in to do the periodic cleaning of carpets, windows, and walls. Our employed maintenance staff of three oversees the daily repairs to ensure the safety of our students and staff.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$63,000 for the Deferred Maintenance Program. This represents 2.16% of the District's general fund budget.



Textbooks and Instructional Materials

All textbooks are from the most current State adoptions and conform to the guidelines of the State Board of Education. The staff is currently implementing the science curriculum, selected in the spring of 2008. Teachers will be selecting math curriculum for adoption in the spring of 2009 and training and implementation are scheduled in June and September 2009.

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



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 37.1% of students in the 5th grade and 44.8% of students in the 7th grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Language Arts	<i>Reading California</i> , Houghton Mifflin (K-5)	September 2002
Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall (6-8)	September 2003
Language Arts	<i>Reading Intervention Program for EL</i> , High Point (6-8 ELL)	September 2003
English Language Development	<i>Avenues for EL</i> , Hampton Brown (K-5)	January 2008
Mathematics	<i>Mathematics 2002</i> , McGraw-Hill (K-5)	August 2006
Mathematics	<i>Math Concepts/Skills, I & II</i> , McDougal Littell (6-7)	August 2001
Mathematics	<i>Algebra I, Concepts/Skills</i> , McDougal Littell (8)	August 2001
Science	<i>Full Option Science Systems (FOSS)</i> Edition 2007 (K-5)	February 2007
Science	<i>CA Science Explorer, Prentice Hall</i> , Edition 2008 (6-8)	February 2007
Social Studies	<i>History/Social Studies for CA</i> , Scott Foresman (K-5)	April 2006
Social Studies	<i>California Social Studies</i> , McDougal Littell (6-8)	April 2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in September 2008.

✧ Not applicable.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Somis ES			Somis Union SD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	42%	44%	40%	42%	44%	42%	42%	43%	46%
Mathematics	29%	38%	33%	23%	32%	27%	40%	40%	43%
Science	28%	41%	44%	27%	39%	33%	35%	38%	46%
History-Social Science	36%	36%	42%	28%	29%	30%	33%	33%	36%

CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	37%	31%	44%	61%
Female	40%	34%	43%	26%
Economically Disadvantaged	28%	33%	31%	❖
English Learners	11%	28%	6%	❖
Students with Disabilities	7%	29%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	30%	34%	32%	29%
Pacific Islander	❖	❖	❖	❖
White	51%	33%	54%	42%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Somis ES		Somis Union SD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	5	4	4
Similar Schools API Rank	7	10	5

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	-8	3	-24	704
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	17	34	-47	675
Pacific Islander	■	■	■	■
White	-13	-36	-1	742
Socioeconomically Disadvantaged	33	42	-42	676
English Learners	15	28	-49	656
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

Teacher Credential Information				
	Somis Union SD	Somis ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	39	21	21	19
Without Full Credential	1	2	2	1
Teaching Outside Subject Area of Competence		0	0	0



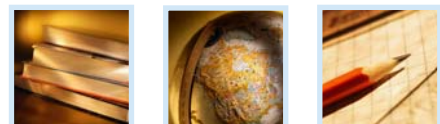
Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Somis ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0



Public 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 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.

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Somis ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
.13	339

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 1.00
- Psychologist 0.20
- Social Worker 0.00
- Nurse 0.02
- Speech/Language/Hearing Specialist 0.60
- Resource Specialist (non-teaching) 1.00
- Other 0.00



Types of Services Funded

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

- Gifted and Talented Education (GATE)
- Instrumental Music Program (Grades 5-8)
- Music (Grades K-5)
- Speech and language specialist
- Resource Program
- A physical education specialist
- Library with support programs
- Accelerated Reading Program
- Middle School counselor
- School psychologist
- After School Education & Enrichment Program
- Occupational therapist services
- Computer lab
- Community-Based English Tutoring (CBET)
- Success-Maker
- Easy Tech Literacy Program
- Waterford Early Reading

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2008.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Somis ES	Somis Union SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		
		0
Percent of Schools Identified for Program Improvement		
		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Somis Union SD	Similar Sized District
Beginning Teacher Salary	\$39,058	\$37,322
Mid-Range Teacher Salary	\$61,290	\$53,824
Highest Teacher Salary	\$72,696	\$67,700
Average Principal Salary (Elementary School)	\$78,662	\$85,507
Superintendent Salary	\$134,493	\$104,993
% of Budget for Teacher Salaries	33.5%	37.6%
% of Budget for Administrative Salaries	6.0%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Somis ES	\$7,043	\$1,751	\$5,292	\$53,907
Somis Union SD			\$5,292	\$53,907
California			\$5,300	\$54,322
% Difference Between School and District			0.0%	0.0%
% Difference Between School and California			-0.2%	-0.8%