Somis Union School District

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Somis Union School District
Street	5268 North Street
City, State, Zip	Somis, CA 93066-9531
Phone Number	(805) 386-5711
Principal	Jesus Vaca, Ed.D
Email Address	dr.vaca@staff.somisusd.org
School Website	somisusd.org
Grade Span	TK-8
County-District-School (CDS) Code	56726110000000

2025-26 District Contact Information

District Name	Somis Union School District
Phone Number	(805) 386-8258
Superintendent	Jesus Vaca, Ed.D
Email Address	dr.vaca@staff.somisusd.org
District Website	www.somisusd.org

2025-26 School Description and Mission Statement

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, located in Ventura County. It is a small, one-school district that serves students in grade TK-8. Somis School has been serving the educational needs of the community for over one hundred years and believes that the combination of a small school environment, personalized instruction, skilled and dedicated staff 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. Opportunities for family participation in the school and district are continuous and announced throughout the year on our Somis School website, the marquee, classroom newsletter, the automated telephone system. Our Parent Faculty Organization (PFO) manages

2025-26 School Description and Mission Statement

Facebook and twitter which enhance our communication with our local community and the world. Students are engaged in a rigorous curriculum with the support from teachers, instructional assistants, college tutors, community partners, and high school helpers and university students. We have an active and energetic PFO that compliments student learning by funding student of the month rewards and relevant educational assemblies. Somis School provides; Transitional Kindergarten, full day Kindergarten, instrumental music, free breakfast and lunch for all students. Our Extended Day and ASES programs offer art projects, physical education, online math/language arts and support programs, outdoor science, robotics/ intorducation to control systems , club soccer instruction, e-sports lab, media/recording center and homework support. All classrooms offer wireless access, Sampsung/Newline Interactive Screens, 1 to 1 Chromebooks for all students, and much more in a safe and supportive environment. From after-school athletics to community meetings, there are many groups that gather at our school to host their meetings and events.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	23
Grade 2	28
Grade 3	26
Grade 4	28
Grade 5	28
Grade 6	33
Grade 7	33
Grade 8	33
Total Enrollment	270

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Filipino	0.4
Hispanic or Latino	79.6
Two or More Races	1.5
White	18.5
English Learners	30
Homeless	6.7
Migrant	11.9
Socioeconomically Disadvantaged	81.1
Students with Disabilities	15.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	90.78	12.8	90.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	9.22	1.3	9.22	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	14.1	100	14.1	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.4	94.89	12.4	94.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	5.04	0.6	5.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	13.1	100	13.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.7	88.93	10.7	88.93	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1.3	10.99	1.3	10.99	13705.8	4.91
Total Teaching Positions	12.1	100	12.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.6	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.30	0	0
Total Out-of-Field Teachers	1.30	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from State adoptions and are consistent with the content of curriculum frameworks adopted by the State Board of Education. The district has affirmed that each student, including English Learners, has their own textbook to use in class and take home.

Year and month in which the data were collected	09/01/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin CA Journeys (K-5) Adopted July 2017 Houghton Mifflin CA Collections (6-8) Adopted July 2017 Hampton Brown Treasurers Reading (TK) Adopted September 2007 Hampton Brown CA Journeys for ELD (K-5) Adopted July 2017 High Point CA Collections for ELD (6-8) Adopted July 2017	0%
Mathematics	Houghton Mifflin Math Expression (K-3) Adopted July 2017 Houghton Mifflin Math Expression (4-5) Adopted June 2016 Pearson Connected Mathematics 3 (6-8) Adopted August 2014	0%
Science	Amplify Science TK-8	0%
History-Social Science	American Legacy Publishing Studies - Social Studies (3-6) Adopted September 2014 Pearson, my World	0%

Foreign Language	Somis School plans to bring in Spanish classes when economically feasible.	
Health	Health curriculum is embedded in the science and social studies curriculum. 5th-8th grade students receive Family Life Education on a rotating basis.	
Visual and Performing Arts	Most grades perform at least one play per year. The 7th and 8th grade drama class does a public performance every spring. Music/voice lessons are provided to all students in grades Tk-8th	

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

School Facility Conditions and Planned Improvements

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 wireless and each classroom is equipped with updated technology. The school library can accommodate entire classes and is used by students throughout the school day. A fully equipped e-Sports gaming lab has been set-up on campus and is offered as one of our after-school enrichment opportunities. Both the Primary and Kindergarten playgrounds have been updated with new equipment, surface repair and painting. Technology improvements include cameras for campus secutiry. Nutritious hot lunches are served daily. All facilities are kept, clean, safe and accessible to users. New A/C and heaters were installed in 11 rooms. All classrooms that house students have A/C's and Energy efficient lighting. All student restrooms have hands free facilities.

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, and the Extended Day Program which runs until 6:00pm.

The school is cleaned and disinfected on a daily basis by the maintenance staff. This staff also maintains the well manicured 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.

Year and month of the most recent FIT report	01/06/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50	52	50	52	47	48
Mathematics (grades 3-8 and 11)	46	44	46	44	35	37

2024-25 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	180	177	98.33	1.67	51.98
Female	84	82	97.62	2.38	54.88
Male	96	95	98.96	1.04	49.47
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	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	44.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	36	35	97.22	2.78	80.00
English Learners	42	41	97.62	2.38	17.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	140	99.29	0.71	45.00
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	34	31	91.18	8.82	19.35

2024-25 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	180	178	98.89	1.11	43.82
Female	84	83	98.81	1.19	42.17
Male	96	95	98.96	1.04	45.26
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	--	--	--	--	--
Hispanic or Latino	140	138	98.57	1.43	36.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	66.67
English Learners	42	41	97.62	2.38	14.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	141	140	99.29	0.71	36.43
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	34	32	94.12	5.88	18.75

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.56	13.11	32.56	13.11	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	13.11
Female	29	29	100.00	0.00	6.90
Male	32	32	100.00	0.00	18.75
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	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	8.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	30.77
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	48	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	n/a	n/a	n/a	n/a	n/a

C. Engagement

State Priority: Parental Involvement

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

2025-26 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. Somis Education Foundation (PFO- Parent Faculty Organization)
b. School Site Council (SSC)
c. District English Learners Advisory Committee (DELAC)
d. Bond Oversight Committee
e. Student Wellness Committee
f. Classroom volunteers
g. Field trip chaperones
h. Room Mothers/Fathers
i. Fundraising events
j. University Partnerships

For information on how to become involved, contact Jesus Vaca, Ed.D, Principal/Superintendent, at (805) 386-8258.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	279	277	17	6.1
Female	136	134	8	6.0
Male	143	143	9	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	219	218	16	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	53	52	1	1.9
English Learners	86	85	8	9.4
Foster Youth	--	--	--	--
Homeless	18	18	2	11.1
Socioeconomically Disadvantaged	226	225	17	7.6
Students Receiving Migrant Education Services	32	32	4	12.5
Students with Disabilities	45	44	5	11.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.42	1.08	0	0.42	1.08	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.00	0.00
Male	2.10	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	1.37	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	2.33	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	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.

2025-26 School Safety Plan

The School Safety Plan is reviews and updated every year. Any new guidelines or mandates are incorporated and staffing changes corrected and is presented to the staff yearly. The local Police Department and Fire Department both review and sign off on the plan. The 2024/2025 School Safety Plan was approved by the Board at the November 12, 2024 meeting.

We have monthly fire evacuation drills, yearly earthquake, shelter in place,and bus evacuation drills.

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.

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	16	1	1	0
1	30	0	1	0
2	28	0	1	0
3	19	1	0	0
4	26	0	1	0
5	17	2	0	0
6	20	2	3	0
Other	0	0	0	0

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	17	1	0	0
1	22	0	1	0
2	24	0	1	0
3	25	0	1	0
4	21	0	1	0
5	26	0	1	0
6	10	7	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26		1	
1	23		1	
2	28		1	
3	26		1	
4	28		1	
5	28		1	
6	11	9		

2024-25 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	219

2024-25 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$22,239	$6,972	$15,267	$93,751
District	N/A	N/A	$15,267	$93,751
Percent Difference - School Site and District	N/A	N/A	0.0	10.4
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	34.5	16.6

Fiscal Year 2024-25 Types of Services Funded

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. Music Education (Grades TK-8)
3. Instrumental Music Program (Grades 5-8)
4. Speech and language specialist
5. Resource Program
6. A physical education teacher
7. Library with support programs
8. Accelerated Reading Program
9. School psychologist
10. School Counselor
11. Intervention Specialist

Fiscal Year 2024-25 Types of Services Funded

12. After School Education & Enrichment Program
13. Occupational therapist services
14. Chromebooks
15. Video Production classes

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$55,283	$55,248
Mid-Range Teacher Salary	$86,751	$80,746
Highest Teacher Salary	$102,893	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$205,905	$155,954
Percent of Budget for Teacher Salaries	23.2%	25.26%
Percent of Budget for Administrative Salaries	4.17%	6.12%

Professional Development

Staff Development is focused on providing our students with full and meaningful access to a rigorous curriculum. The end goal is for our students to attain high levels of literacy while mastering grade level standards. Staff development will be facilitated through a Professional Learning Community with an emphasis on building a collaborative community of learners. Staff meetings provide staff members with an opportunity to share best practices two times per month. In addition, a student study team meeting occurs once a month to review the cases of students facing academic challenges. To complement the monthly staff meetings, teachers attend two full days of professional development a year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2