

# SARC 2017-18

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



### Somavia High

Address: 650 Elko St. Gonzales, CA 93926

Principal: Mr. John McKenzie, Alternative Education  
Coordinat

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Email: [jmckenzie@gonzales.k12.ca.us](mailto:jmckenzie@gonzales.k12.ca.us)

Web Site: [www.gonzalesusd.net](http://www.gonzalesusd.net)

CDS Code: 27754732730067

### Gonzales Unified

Superintendent: Yvette Irving

Phone: (831) 675-0100

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Web Site: [www.gonzalesusd.net](http://www.gonzalesusd.net)



## I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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).

### 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Gonzales Unified  
 Phone Number: (831) 675-0100  
 Superintendent: Yvette Irving  
 E-mail Address: [yirving@gonzales.k12.ca.us](mailto:yirving@gonzales.k12.ca.us)  
 Web Site: [www.gonzalesusd.net](http://www.gonzalesusd.net)

### School Contact Information Most Recent Year

School Name: Somavia High  
 Street: 650 Elko St.  
 City, State, Zip: Gonzales, CA 93926  
 Phone Number: (831) 675-1081  
 Principal: Mr. John McKenzie, Alternative Education Coordinat  
 E-mail Address: [jmckenzie@gonzales.k12.ca.us](mailto:jmckenzie@gonzales.k12.ca.us)  
 Web Site: [www.gonzalesusd.net](http://www.gonzalesusd.net)  
 County-District-School (CDS) Code: 27754732730067

## School Description and Mission Statement (School Year 2018-19)

### SCHOOL MISSION AND VISION

Somavia High School's mission is to provide our students the opportunity to develop into mature, responsible, respectful, and productive citizens who possess the necessary skills to be successful in the worlds of work, postsecondary education and/or vocational education.

Somavia High School is a continuation high school for students who have experienced difficulty finding success in the traditional high school setting. As a result, students usually have a combination of issues that transfer with them including attendance, behavioral, social-emotional issues, and credit deficiencies. Our goal at Somavia High School is to ensure the success of each student and prepare each student for post-secondary opportunities in either career, college, or vocational education. Due to our flexible setting and structure, students that attend Somavia may work and/or attend CTE vocational training programs while progressing toward a diploma. The following are some options that are available to our students:

1. Credit recovery and return to the comprehensive high school site.
2. Earn a diploma from Somavia High School.
3. Transfer to Gonzales Adult School and earn a Gonzales Adult School Diploma.
4. Pass the HiSET (High School Equivalency Test) through Adult School.

Each student is equipped with an individual educational plan that is tailored to fit each student's needs. Variable credit is awarded for work completed. Student strengths are highlighted while weaknesses are patiently addressed. Positive relationships between students and staff are seen as essential. In this capacity, Somavia High School implements the PBIS philosophy. Our PBIS rule, RISE (Respectful, Informed, Solver, and Engaged), reflects our school symbol - the mythical Phoenix - engendering our students to "rise" above their adversities and succeed. Through our rule, the school has an intimate, family atmosphere which contributes tremendously to a positive, comfortable learning environment.

All students who graduate from Somavia High School are required to meet the Gonzales Unified School District graduation requirements. This makes standards driven instruction even more important. Students are expected to learn and master the same curriculum that is taught at the comprehensive high school. Teachers use an array of teaching strategies to help accommodate the variety of learning styles that exist within the classroom. One of our primary goals is that students will perform at a proficient level in the core academic areas of math, reading, and writing. Additionally, we want our students to have a firm grasp of basic technology skills.

Somavia's goal is to help students gain the ability to manage their personal lives, take responsibility for their actions, identify personal priorities and focus on becoming productive citizens. We feel by working on the above skills, the chances for success in school will dramatically increase. By offering students a "second" chance coupled with a variety of educational options, we can assist students in achieving success through education. To this end, multiple interventions, alternative teaching curricula and strategies, diverse forms of communication, and support are prevalent to assist students in reaching their goals.

Somavia's philosophy is premised on the idea that each student is an individual with unique issues, needs, assets and ways of learning. Our goal is to help each student through counseling, guidance, and academics to achieve their highest potential both academically and personally. There is no failure at Somavia. Only positive academic accomplishments are acknowledged and recorded. We attempt to make our program flexible enough to satisfy state and district requirements for a high school diploma while accommodating the individual needs of the student and instilling in her/him a positive attitude towards education.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	2
Grade 11	16
Grade 12	18
Total Enrollment	36

### Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	2.8%
Asian	
Filipino	
Hispanic or Latino	97.2%
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	86.1%
English Learners	33.3%
Students with Disabilities	2.8%
Foster Youth	

## 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.

### Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	1	1	1	111
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	5
Total Teacher Misassignments*	0	0	6
Vacant Teacher Positions	0	0	1

NOTE: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

Month and year in which data were collected: July 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Texts: Literature and Language Arts Publisher: Holt Currency: Copyright 2003 Quality: Good to very good Availability: One available for every student	Texts: Literature and Language Arts Publisher: Holt Currency: Copyright 2003 Quality: Good to very good Availability: One available for every student	0%
Mathematics	Texts: Pre-Algebra, Algebra 1, Geometry Publisher: Prentice Hall Currency: Copyright 2009, 2009, 2004 Quality: Good to very good Availability: One available for every student	Texts: Pre-Algebra, Algebra 1, Geometry Publisher: Prentice Hall Currency: Copyright 2009, 2004 (Geometry) Quality: Good to very good Availability: One available for every student	0%
Science	Texts: Life Science, Physical Science, Biology Publisher(s): McDougal Littell, Harcourt (Biology) Currency: Copyright 2005, 2001 (Biology) Quality: Good to very good Availability: One available for every student	Texts: Life Science, Physical Science, Biology Publisher(s): McDougal Littell, Harcourt (Biology) Currency: Copyright 2005, 2001 (Biology) Quality: Good to very good Availability: One available for every student	0%
History-Social Science	Texts: World History, Modern Times America, Pathways to the Present American Government, Principles and Practices Economics, Today and Tomorrow Publisher(s): Glencoe McGraw Hill, Prentice Hall (US History) Currency: Copyright 2005, 2000 (US Hist), 1996 (Govt.) Quality: Good to very good Availability: One available for every student	Texts: World History, Modern Times America, Pathways to the Present American Government, Principles and Practices Economics, Today and Tomorrow Publisher(s): Glencoe McGraw Hill, Prentice Hall (US History) Currency: Copyright 2005, 2000 (US Hist), 1996 (Govt.) Quality: Good to very good Availability: One available for every student	0%
Foreign Language	McDougal Littell En Español 1 & 2 © 2004 for grades 9-12; Holt Nuevas Vistas © 2006 for grades 9-12	McDougal Littell En Español 1 & 2 © 2004; J. Wiley & Son Avanzando © 1997; Holt Nuevas Vistas © 2006	0%
Health	Prentice Hall Health © 2007 for grades 9-12; Princeton Health Press LifeSkills Curriculum Training © 2004;	Prentice Hall Health © 2007; Princeton Health Press LifeSkills Curriculum Training 2004	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Prentice Hall Health 2007; Princeton Health Press LifeSkills Curriculum Training 2004	Texts and materials: Life Science, Physical Science, Biology Publisher(s): McDougal Littell, Harcourt (Biology) Currency: Copyright 2005, 2001 (Biology) Quality: Good to very good Availability: One laboratory equipment set available for every student	0%

## School Facility Conditions and Planned Improvements

Somavia High School consists of two portable classrooms and a main office portable which also houses the two student restrooms. The main office portable also includes a small office area where the lead teacher and/or school administrator has meetings with parents, students or staff on various issues. The campus has a very small cement courtyard which is bi-level and houses three benches. There is a small strip of landscaping in the middle of campus that was done by one of our teachers. There are multiple pots of plants/brushes/trees in the courtyard area that was added to our campus as a result of the garden grant. Additionally, there are garden areas in the back of the classroom portables which are part of the garden grant as well. The facility is very clean and has very little graffiti in or around the facility. Students and the community have been very respectful of the facility. In fact, students have been an integral part of beautifying the campus through maintenance, painting, and gardening.

## School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: July 2018

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

## Overall Facility Rate

Month and year in which data were collected: July 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	0%	29%	32%	28%	48%	50%
Mathematics (grades 3-8 and 11)	0%	0%	16%	15%	37%	38%

NOTE: 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.

NOTE: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	14	100.00%	28.57%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	11	11	100.00%	36.36%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	12	100.00%	33.33%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

NOTE: 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 CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%
Male	--	--	--	--
Female	--	--	--	--
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino				
Hispanic or Latino	11	11	100.00%	0.00%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	12	12	100.00%	0.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: 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 on both assessments.

### Career Technical Education (CTE) Programs (School Year 2017-18)

Somavia offers a CTE program through our online platform, APEX. Somavia attempts to utilize the CTE program at Gonzales High School when available to our students. Due to class size limits at Gonzales High School, options for CTE at Gonzales High School are infrequent. We did not have any students participate this last year. Additionally, in partnership with other schools in the District, we offer service-learning opportunities for clerical experience. Students have been assigned to the local elementary school as office assistants. Under the supervision of the elementary office staff, the students are exposed to clerical work that may be utilized in future work.

### Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	38.89%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

## 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.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

NOTE: 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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement - (School Year 2018-19)

Somavia is a small school. A distinct advantage to our small size is accessibility. Parents have the ability to communicate quickly with staff. Parents can access information regarding their child's progress in a short amount of time. Parents are encouraged to be involved in the school's program. Teachers openly invite parents to visit classrooms and sit in on lessons. Parents are provided opportunities to participate in the school through Back-To-School Night, Open House Night, individually arranged meetings with teachers and/or administration; school-based community service activities, Parent Information Nights, and School Site Council (SSC)/English Learner Advisory Committee (ELAC) are the main opportunities for parents to participate at school.

### STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	21.4%	30.8%	15.8%	3.2%	2.7%	2.7%	10.7%	9.7%	9.1%
Graduation Rate	64.3%	53.8%	47.4%	93.0%	94.7%	90.3%	82.3%	83.8%	82.7%

## Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	47.37	91.85	88.72
Black or African American	.00	100.00	82.15
American Indian or Alaska Native	.00	.00	82.81
Asian	.00	.00	94.93
Filipino	.00	.00	93.45
Hispanic or Latino	44.44	92.00	86.54
Native Hawaiian/Pacific Islander	.00	100.00	88.56
White	100.00	85.71	92.12
Two or More Races	.00	.00	91.15
Socioeconomically Disadvantaged	53.33	92.95	88.64
English Learners	28.57	68.42	56.74
Students with Disabilities	.00	66.67	67.12
Foster Youth	.00	.00	74.08

## 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

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	23.81	16.67	8.47	7.33	4.88	5.82	3.65	3.65	3.51
Expulsions	3.17	2.08	0.00	0.24	0.08	0.20	0.09	0.09	0.08

## School Safety Plan – (School Year 2018-19)

Somavia's mission is to provide our students the opportunity to develop into mature, responsible, respectful, and productive citizens who possess the necessary skills to be successful in the worlds of work, postsecondary education, and/or vocational education. The staff at SHS are trained in social-emotional well-being, positive reinforcement, and emergency response procedures and protocols (Alert-Lockdown-Inform-Counter-Evacuate or ALICE).

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Somavia High School promotes educationally and psychologically healthy environments for all children and youth. Somavia High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents, and the community. Somavia High School further recognizes that safe school practices make major contribution to academic and school improvement efforts.

The Somavia High School Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedure, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and the dress code policy. Staff training is provided in on-line and in-person venues. The school site safety plan is reviewed, and updated annually. All updates are brought forward to SHS staff through staff development meetings, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings on an annual basis. The Comprehensive School Site Safety Plan was reviewed by the SSC and site staff on February 7, 2018; final approval with signature occurred on February 28, 2018.

## 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	5	21		
Mathematics	4	19		
Science	4	13		
Social Science	5	13		

\* 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.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	4	7		
Mathematics	3	11		
Science	4	7		
Social Science	2	12		

\* 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.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	6	6		
Mathematics	5	7		
Science	7	5		
Social Science	6	6		

\* 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

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

\* 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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14900	\$51	\$14849	\$68435
District	N/A	N/A	\$9486	\$73420
Percent Difference – School Site and District	N/A	N/A	56.54%	-6.79%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	28.59%	-4.14%

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



## Types of Services Funded (Fiscal Year 2017-18)

The supplemental funds available to Somavia High School include: Title I basic Grant Part A, Title I ARRA funds, Title I Migrant Part C, Title III Immigrant, Title III Limited English Proficient.

At Somavia High School, site specific funding included PBIS (Positive Behavior Interventions and Supports) to enhance school climate and student recognitions; "Empathy" training to engage staff and students to be able to relate to concerns of others around them in creating a more positive and supportive environment, including but not limited to diversity, understanding, and tolerance. Funding was also allocated for school sponsored field trips for college, career, and enhanced student learning. Finally, funding was set aside for professional development for the program enhancement and improvement of the continuation high school program. Allocations included funding for model school site visits and attendance at the California Continuation Education Association (CCEA) annual conference.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43237	\$45681
Mid-Range Teacher Salary	\$71758	\$70601
Highest Teacher Salary	\$102629	\$89337
Average Principal Salary (Elementary)	\$120123	\$110053
Average Principal Salary (Middle)	\$128100	\$115224
Average Principal Salary (High)	\$134387	\$124876
Superintendent Salary	\$185807	\$182466
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2017-18)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

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

\* Where there are student course enrollments.

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Somavia High School continued much of the professional development established in the previous school years to better serve our students and community. For 2018-19, professional development with Professional Learning Communities in Action (PLC), ALICE (Alert-Lockdown-Inform-Counter-Evacuate) emergency response training, Positive Behavior Interventions and Supports (PBIS) Tier 2, Empathy Training, and Technology Training as our professional development. In addition, new staff determined the need for training with English Language Learners and Gradual Release of Responsibility (GRR), Specially Designed Academic Instruction in English (SDAIE), and other EL supports as needed, and Advancement Via Individual Determination (AVID). In addition, along with parents and community, staff were exposed to the role of Title I in our schools and how we can better serve our school population.

During the 2017-18 school year, our professional development focused on Professional Learning Communities in Action (PLC), ALICE (Alert-Lockdown-Inform-Counter-Evacuate) emergency response training, Positive Behavior Interventions and Supports (PBIS) Tier 2, Empathy Training, and Technology Training as our professional development..

There were three staff development days in 2016-17. Focused sessions included Engaging Students, GRR lesson by Design, Positive Behavior Interventions, and Supports (PBIS) Tier 1, Empathy Training, and Technology Training.

From 2015-16 scheduled professional development sessions included the first experience with Engaging Students, GRR Lesson by Design, Depth of Knowledge, Step Up to Writing for K-12, Illuminate, and how to Integrate Technology.

All professional development activities at Somavia High School revolve around the California Common Core State Standards and Frameworks; and the Local Control Accountability Plan (LCAP) goals.

Professional development activities support adoption of improving curriculum and implementation of essential content standards, creating a safe learning environments, and supporting the development of efficient teachers; and making positive connections.

