

Somerset Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Somerset Middle School
Street	1037 Floyd Ave.
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 574-5300
Principal	Scott Ferreira
Email Address	sferreira@sylvan.k12.ca.us
School Website	https://www.sylvan.k12.ca.us/schools/somerset/index
County-District-School (CDS) Code	50-71290-6053094

2022-23 District Contact Information

District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Superintendent	Mrs. Diolinda Peterson
Email Address	dpeterson@sylvan.k12.ca.us
District Website Address	www.sylvan.k12.ca.us

2022-23 School Overview

Somerset Middle School has approximately 1000 students. Our learning community is comprised of proud students, parents, and staff that share the following common beliefs: We believe that it is our daily mission to promote, support, and model exemplary citizenship inside and outside the classroom in order to promote unity and a valued sense of community which leads to student achievement. We believe that all students can, with motivation and structured assistance, master content standards. We are committed to providing high-quality education for all students in order for them to master grade level core academic standards in a mutually respectful and professional collaborative learning community. We believe that all students can be academically successful with the assistance of their family and our faculty towards excellence. We believe every student can and wants to be successful. We believe that every student can be successful, and we must create interventions and support structures to eliminate the opportunity for failure. By all of us working collaboratively we can ensure that every student will be academically successful.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	289
Grade 7	298
Grade 8	299
Total Enrollment	886

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.3
American Indian or Alaska Native	0.2
Asian	5.0
Black or African American	4.5
Filipino	0.8
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	1.0
Two or More Races	2.7
White	31.3
English Learners	16.3
Foster Youth	0.5
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	56.9
Students with Disabilities	14.8

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

2020-21 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)	34.00	77.32	337.00	88.33	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	4.39	9.10	2.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	8.32	7.60	2.01	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.14	3.20	0.85	12115.80	4.41
Unknown	3.80	8.80	24.50	6.42	18854.30	6.86
Total Teaching Positions	44.00	100.00	381.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 24, 2021 the Sylvan District Board of Trustees adopted Resolution 2021-2022 #03: Sufficiency of Instructional Materials.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync 2016 (6-8)	Yes	0
Mathematics	Eureka Math 2014 (K-6), Utah/Math Vision Project 2014 (6H,7-8)	Yes	0
Science	Amplify 2020 (6-8)	Yes	0
History-Social Science	McGraw Hill Impact 2019 (6-8)	Yes	0

School Facility Conditions and Planned Improvements

Cleaning Process:

During the 2021-2022 school year, COVID-19 cleaning and sanitation protocols were followed. Somerset Middle School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Summary of Most Recent Site Inspection:

Somerset Middle School is in good repair and the site is being maintained to the standards of the Sylvan Union School District.

Repairs Needed and Corrective Actions Taken or Planned:

Corrections to various building systems took place in June / July 2022.

Somerset Middle School is in good repair and is ready for daily learning activities.

Year and month of the most recent FIT report

July 7, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs and routine maintenance were done throughout the year.
Interior: Interior Surfaces	X			Routine daily cleaning and polishing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Year round pest control is provided.
Electrical	X			All electrical panels are being evaluated for hot spots.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Minor repairs to plumbing throughout the year.
Safety: Fire Safety, Hazardous Materials	X			Routine inspection and maintenance performed
Structural: Structural Damage, Roofs	X			Routine inspections
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All areas inspected periodically

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	34	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	894	873	97.65	2.35	38.26
Female	427	416	97.42	2.58	43.99
Male	465	455	97.85	2.15	32.97
American Indian or Alaska Native	--	--	--	--	--
Asian	52	51	98.08	1.92	35.29
Black or African American	43	43	100.00	0.00	20.93
Filipino	--	--	--	--	--
Hispanic or Latino	453	444	98.01	1.99	31.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	44.00
White	275	268	97.45	2.55	51.12
English Learners	159	152	95.60	4.40	11.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	561	549	97.86	2.14	32.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	135	130	96.30	3.70	6.15

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	895	876	97.88	2.12	22.63
Female	427	419	98.13	1.87	22.91
Male	466	455	97.64	2.36	22.47
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	25.00
Black or African American	43	43	100.00	0.00	11.63
Filipino	--	--	--	--	--
Hispanic or Latino	453	444	98.01	1.99	14.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	52	94.55	5.45	26.92
White	275	268	97.45	2.55	34.83
English Learners	159	156	98.11	1.89	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	562	552	98.22	1.78	15.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	135	130	96.30	3.70	2.31

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.38	--	26.76	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	294	287	97.62	2.38	16.38
Female	145	144	99.31	0.69	13.89
Male	148	142	95.95	4.05	19.01
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	0
Black or African American	17	17	100	0	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	135	131	97.04	2.96	7.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100	0	15.38
White	105	102	97.14	2.86	31.37
English Learners	38	38	100	0	2.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	192	186	96.88	3.12	11.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	2.86

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 7	96%	96%	96%	96%	96%

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.

2022-23 Opportunities for Parental Involvement

Somerset Middle School parents and community members are actively involved in both district and site level committees and activities. Our School Site Council (SSC) and Parent Teacher Organization are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website. Parents who wish to volunteer at Somerset Middle School may contact the school's office at (209) 574-5300.

Parents have the following opportunities to be involved:

- Back to School Night
- Open House
- Musical concerts
- Athletic Events
- Parent Conferences for 6th Grade, Fall and Spring
- Parent Teacher Club
- School Site Council
- Office volunteer
- Associated Student Body Support
- Orientations for incoming 5th Graders (WEB--Where Everyone Belongs)
- Dance Chaperones
- Renaissance Committee
- CJSF Chaperones
-

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	980	946	376	39.7
Female	469	450	168	37.3
Male	508	494	207	41.9
American Indian or Alaska Native	2	2	0	0.0
Asian	57	53	15	28.3
Black or African American	47	45	27	60.0
Filipino	7	7	2	28.6
Hispanic or Latino	504	486	222	45.7
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	28	28	8	28.6
White	298	290	89	30.7
English Learners	174	165	63	38.2
Foster Youth	5	5	4	80.0
Homeless	12	12	9	75.0
Socioeconomically Disadvantaged	645	625	280	44.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	151	82	54.3

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.74	2.92	2.45
Expulsions	0.10	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.51	11.02	0.42	4.53	0.20	3.17
Expulsions	0.00	0.00	0.01	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.02	0.00
Female	2.99	0.00
Male	18.50	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.28	0.00
Black or African American	25.53	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	10.74	0.00
English Learners	8.62	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	12.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.19	0.00

2022-23 School Safety Plan

Somerset Middle School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of our staff and the School Site Council. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. The school staff suggested final changes and had input on new assignments at the 9/12/22 staff meeting. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2022-2023 school year was formally approved by the school's School Site Council on 10/11/2022. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	14	4
Mathematics	27	7	6	11
Science	29	4	8	9
Social Science	31	3	5	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	18	1
Mathematics	26	6	16	4
Science	26	4	16	4
Social Science	25	4	17	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	25	12	1
Mathematics	22	8	18	2
Science	27	2	15	5
Social Science	23	7	15	4

2021-22 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	443

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,718	4,156	7,562	82,775
District	N/A	N/A	7,666	\$79,483
Percent Difference - School Site and District	N/A	N/A	-1.4	4.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	13.7	-5.3

2021-22 Types of Services Funded

The Sylvan Union School District spent an average of \$11,926 to educate each student (based on 2020-2021 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- Title I: Low-Income and Neglected
- Title II: Teacher Quality/Principal Training/Technology Grants
- Title III: Immigrant Education Program/Limited English Proficiency Program
- Title IV: Student Support and Academic Enrichment
- Special Education: Salaries and needs for Special Education students
- Lottery: Instructional Materials
- After School Education and Safety: After School Program ran by Boys and Girls Club
- MediCal Billing Option: Reimbursable items through the Medical program
- Ongoing and Major Maintenance Account: Maintenance & operations needs through the school district

* Professional Development Block Grant: Professional Development Block Grant

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,991	\$52,641
Mid-Range Teacher Salary	\$79,560	\$83,981
Highest Teacher Salary	\$106,110	\$107,522
Average Principal Salary (Elementary)	\$122,748	\$136,247
Average Principal Salary (Middle)	\$129,647	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$200,000	\$242,166
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

- Professional Learning Communities
- Common Formative Assessments
- Multi-Tiered Systems of Support
- eLearning
- Social Emotional Skills
- Effective Teaching Strategies
- Math and English Language Essential Standards
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century Skills
- Program implementation and review: Amplify, Read/Math 180
- Literacy Instruction
- Learning to use new data and universal screening system

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	25	48	