

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-2017 School Year

For Somerset School

Address: 17241 Van Buren Blvd., Riverside, CA 92504

Phone: 951-789-4405

Principal: Thomas McMurchie

Grade Span: K-12

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.

Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2016–17)

District Name	Riverside Unified School District
Phone Number	951-352-1200
Superintendent	Dr. David Hansen
E-mail Address	dhansen@rusd.k12.ca.us
Web Site	riversideunified.org

School Contact Information (School Year 2016–17)

School Name	Somerset
Street	17241 Van Buren Boulevard
City, State, Zip	Riverside, CA 92504
Phone Number	951-789-4405
Principal	Thomas McMurchie
E-mail Address	tmcmurchie@somerseteducation.com
Web Site	somerseteducation.com
County-District-School (CDS) Code	33-67215-7022619

School Description and Mission Statement (School Year 2016–17)

Somerset is a Nonpublic School that provides special education, related instructional and mental health services for those district students who are not successful in their local education agency (LEA). Somerset specializes in the education of emotionally disturbed, severely disabled and autistic students, ages 5-22 years. Our goal is to transition students into less restrictive public school environments as quickly as possible. Students receive standard core base curriculum that meets or exceeds curriculum and programs of the LEA. Somerset also provides a comprehensive Independent Living Skills Program, using BASIC 2 Curriculum. In addition, Somerset has incorporated a Career Choice Transition Program designed to meet the needs of transitional at-risk-youth from 17 to 22 years of age. Somerset's educational programs focus on students receiving a high school diploma or a certificate of completion. Somerset also provides behavioral support, social emotional and academic counseling, functional life skills and vocational/career programs. Beginning this year, Somerset students are able to participate in intra-scholastic sport opportunities with other nonpublic schools.

Student Enrollment by Grade Level (School Year 2016-2017)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	4
Grade 3	7
Grade 4	3
Grade 5	7
Grade 6	15
Grade 7	8
Grade 8	10
Ungraded Elementary	7
Grade 9	7
Grade 10	7
Grade 11	11

Grade 12	6
Ungraded Secondary	3
Total Enrollment	91

Student Enrollment by Student Group (School Year 2016-2017)

Student Group	Percent of Total Enrollment
Black or African American	31
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	0
White	40
Two or More Races	4
Socioeconomically Disadvantaged	89
English Learners	4
Students with Disabilities	100
Foster Youth	1

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 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	8	11	9	DPL
Without Full Credential	0	0	0	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2016-2017)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	DPC	DPC
High-Poverty Schools in District	DPC	DPC
Low-Poverty Schools in District	DPC	DPC

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: 10/2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Art	K-5 California Treasures CCSS McMillan/McGraw Hill 2009 6-8 Wonders CCSS MacMillan/McGraw Hill 2016 9-12 SpringBoard English LA College Board 2017	Yes	0
Mathematics	K-6enVision Math Pearson 2015 7-8 Algebra Holt Rinehart Winston 2008 9-12 Integrated Math CCSS Houghton Mifflin 2014	Yes	0
Science	K-5 California Science Houghton Mifflin 2007 6 Earth Science McGraw Hill 2008 7 Life Science Holt Rinehart 2007 8 Physical Science McDougal Little 2007 9-12 Earth Science Holt Rinehart 2007 Biology Glencoe 2007 Chemistry	Yes	0

	Prentice Hall 2007		
History-Social Science	K-6 Social Science Series Harcourt 2007 7-8 Social Science Series Holt Rinehart 2006 9-12 Social Science Series McDougal Little 2006	Yes	0
Foreign Language	EnEspañol McDougal Little 2004	Yes	
Health	K-6 Health & Fitness Harcourt 2006 7-8 Teen Health Glencoe 2007 9-12 Lifetime Health Holt, Rinehart Winston 2007	Yes	0
Visual and Performing Arts	K-6 Art Connections Davis 2002 7-12 Art & Human Experience Davis 2002	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	

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

School Facility Conditions and Planned Improvements

The California Department of Education reviewed and inspected Somerset for certification during the 2016-2017 school year. Somerset received its certification.

School Facility Good Repair Status

Using the **most recently collected** 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

Year and month of the most recent FIT report: _____ DPL _____

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: 2017

Overall Rating	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): Somerset students participate in the Career Choices Curriculum, which was developed through the Freshman Transition Initiative from George Washington University. The focus on planning and developing transitions into the education plan is a major component of the program.

Somerset's Choice Program provides all students with access to "Personal Data Wizard," which is an online job search portfolio system developed by Humboldt County Department of Education that is to assist the students to become as independent as possible as they transition into life after high school. The students will be able to define their job interests and research jobs aligned with those interests. Students will develop their electronic portfolio and create an employment package. (Transition Assessments)

The Choice Program offers opportunities to students who are in need of highly individualized plans to graduate high school, enter post secondary education and/or vocational prospects. It is effective in reducing district dropout rates, increasing graduation rates and passing of the California High School Exit Examination (CAHSEE). This program provides students with options and additional support not found in the public school environment.

A vocational/transition career center is available to assist students in job preparation and long range goal development. Student's gain information and experiences in accessing and securing all available social services. Student's will explore and experience accessing such services as Social Security, MediCal, Regional Center, Mental and Medical Health, Department of Rehabilitation, Department of Motor Vehicles, Public and Private transportation systems. Students participate in activities and experiences inside and outside the classrooms for social, service and vocational endeavors. Our Alternative Life Skills and Choices programs provide Somerset students with a complete educational experience and skills necessary for independence and success in career and postsecondary opportunities.

Career Technical Education Programs (School Year 2016-2017)

Somerset students participate in the Career Choices Curriculum, which was developed through the Freshman Transition Initiative from George Washington University. The focus on planning and developing transitions into the education plan is a major component of the program.

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Career Technical Education Participation (School Year 2016-2017)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	53
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	8
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	70

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	DPC
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	DPC

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 2016-2017)

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	14	0	0
7	13	13	0
9	14	0	0

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 schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

Somerset welcomes parent participation in their child's education. Somerset currently has parents who work with our Elementary and CBI populations and accompany students on classroom fieldtrips. In addition, parents can meet with our therapists and behavior case managers to develop at home and family interventions. Parents interested in becoming involved should contact the Campus Director, (951) 789-4405

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, Graduation Number, Transition to Public School

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	5	4	9	DPC	DPC	DPC	DPC	DPC	DPC
Transition Rate	15	20	24						

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	7	DPC	DPC
Black or African American	6	DPC	DPC
American Indian or Alaska Native		DPC	DPC
Asian		DPC	DPC
Filipino		DPC	DPC
Hispanic or Latino		DPC	DPC

K	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Other	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

* 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 2016-2017)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	DPL	DPL
Counselor (Social/Behavioral or Career Development)	DPL	N/A
Library Media Teacher (librarian)	DPL	N/A
Library Media Services Staff (paraprofessional)	DPL	N/A
Psychologist	DPL	N/A
Social Worker	DPL	N/A
Nurse	DPL	N/A
Speech/Language/Hearing Specialist	DPL	N/A
Resource Specialist (non-teaching)	DPL	N/A
Other	DPL	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 2016-2017)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site	N/A	N/A	DPL	DPL

and District				
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2015–16)

Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement status.

Teacher and Administrative Salaries (Fiscal Year 2016-2017)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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 2016-2017)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	0
English	1	0
Fine and Performing Arts	1	0
Foreign Language	1	0
Mathematics	1	0
Science	1	0
Social Science	1	0
All Courses	7	0

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

* Where there are student course enrollments of at least one student.

Professional Development

Somerset's staff participate in many teaching and professional internship programs. Somerset has an Education Coordinator whose primary responsibility is to ensure our employees utilize the most current teaching methods and curriculum. The Education Coordinator meets with teachers and assistants weekly. In these trainings, the most current curriculum, common core standards, smarter balanced assessment and academic and behavioral interventions are implemented. This relationship encourages and ensures the districts that Somerset's professionals maintain the highest quality programs for our students.

Many teachers, paraprofessionals and administrative staff are currently participating in degree and post degree educational programs. All employees are trained in physical assault, intervention (Pro-Act), and formal psychosocial and behavior management systems. Somerset collaborates with the local school districts and SELPAs attending their professional development workshops monthly. In addition, Somerset provides monthly professional in-service trainings throughout the school year. Somerset also provides a teacher-mentoring program with teachers of 15+ years of experience.