



Southside Elementary School

4991 Southside Rd. • Hollister, CA 95023 • (831) 637-4439 • Grades K-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Southside Elementary School District

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Hollister, CA 95023
(831) 637-4439
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District Governing Board

Carina Freeman
Michael Ruth
Katie Evans
Sarah Alford

District Administration

John Schilling
Superintendent
John Schilling
Superintendent/Principal

School Description

Southside School District is a single school district in the City of Hollister. The school is located in the county of San Benito, approximately 95 miles south of San Francisco and 40 miles east of Monterey Bay. The staff at Southside School works to provide a high-quality education for all students and this is reflected in the school's consistently high test scores. The school is proud of its dedicated veteran staff, the parent participation, visual and performing arts programs, and the physical education program. Southside has made advances in providing technology access for all students and providing a 1 to 1 student device ratio in each classroom. In the 2017-18 school year, the school served 231 students in grades Transitional Kindergarten through eight grade.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	25
Grade 1	17
Grade 2	23
Grade 3	26
Grade 4	20
Grade 5	31
Grade 6	29
Grade 7	30
Grade 8	28
Total Enrollment	229

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.4
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.0
White	13.5
Socioeconomically Disadvantaged	39.7
English Learners	20.1
Students with Disabilities	6.1
Foster Youth	0.0

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			
Southside Elementary School	16-17	17-18	18-19
With Full Credential	7	8	8
Without Full Credential	2.5	1	1
Teaching Outside Subject Area of Competence		.5	.5
Southside Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Southside Elementary School	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments		.5	.5
Vacant Teacher Positions	1.5		

* 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)

Southside School held a public hearing on October 4, 2017, and determined that each school within the district had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams VS. the State of California. All students, including English learners, are provided their own individual standards-aligned textbooks or Instructional materials, or both, in core subjects and in visual and performing arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Wonders/McGraw Hill Adopted in 2016 California Connections/Houghton Mifflin Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	CA Envision/ Pearson adopted in 2012 Math in Focus/Marshall Cavendish adopted in 2014 Math accelerated Pre-Algebra/McGraw Hill adopted 2016 Algebra 1/McGraw Hill adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Adopted in 2011 Holt Adopted in 2011 Life Science/McDougal Littell adopted in 2011 Physical Science/ McDougal Littell adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI TK-8th grade Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Southside Elementary School was built in 1980, with portables added in 2000 and 2006. Plans for modernization are currently being prepared for renovating the main office, library, tech lab, science lab, and staff facilities. Reconstruction of the gymnasium was completed in 2009. Facility information is current as of October 2018. School facilities are situated on seven acres and encompass 17,500 square feet. They consist of five permanent classrooms, six relocatable classrooms, a library, a gymnasium, a computer lab, staff rooms, administrative offices, and restrooms. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. Maintenance supervisors are proactive and conduct inspections on a continual basis. Repairs necessary to keep the school in good repair and working order are: completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The school is cleaned daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2017-18 school year, the district budgeted \$5,000.00 for the deferred maintenance program. This represents 0.50% of the district's general fund budget.

Deferred Maintenance Projects

Deferred maintenance projects scheduled for the 2017-18 school year includes general maintenance

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Grounds: The outside field area is surrounded by agriculture as a result there is a ground squirrel/Gopher issue on the field area
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds: The outside field area is surrounded by agriculture as a result there is a ground squirrel/Gopher issue on the field area
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	64.0	70.0	64.0	70.0	48.0	50.0
Math	45.0	47.0	45.0	47.0	37.0	38.0

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.

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	140	97.22	70.00
Male	62	60	96.77	63.33
Female	82	80	97.56	75.00
Asian	--	--	--	--
Hispanic or Latino	80	77	96.25	67.53
White	14	13	92.86	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30	54.76
English Learners	26	23	88.46	52.17
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	11	8	72.73	62.50

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.

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.0	25.0	30.0
7	3.7	22.2	37.0

* 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	137	95.14	47.45
Male	62	58	93.55	48.28
Female	82	79	96.34	46.84
Asian	--	--	--	--
Hispanic or Latino	80	76	95	38.16
White	14	13	92.86	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.3	28.57
English Learners	26	23	88.46	17.39
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	11	8	72.73	25

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.

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)

Parents and the community are very supportive of the education program at Southside Elementary School. The school has a very active Parent Club and many parents volunteer in various classrooms. Parents are welcome to attend school-wide events held throughout the school year. Numerous local businesses also offer generous support of all the school's programs and activities.

The Southside School District involved a variety of constituents through the following means throughout the school year to engage stakeholders in the planing and analysis of the Southside School LCAP. Public meetings were held with the public hearing date was with board of trustees on 5/23/18 and on 6/5/18. Meetings with the staff to review portions of the document were held on 5/9/18. A public meeting was held with the Migrant parent organization on 5/10/18 and then with the Migrant Parent board members on 5/30/18. Final board of trustee approval occurred on 6/5/18. The tools and activities listed below were used for data collection and stakeholder input to develop the plan. Currently Parents can participate in the Parent club, the Migrant parent action committee, and volunteer opportunities. Parents are contacted each week with school activity updates and with real-time messaging.

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.

School Safety Plan

Safety of students and staff is a primary concern of Southside School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated each year in the fall. All revisions were communicated to both the classified and certificated staff. The comprehensive Safe School Plan was developed by the School to comply with Senate Bill 187 (SS 187) of 1991. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Every faculty member is aware of their role in case of disaster or potential Run Hide Defend/Active shooter situations. Evacuation routes are posted in every classroom and safety drills are held 3-4 times per school year. One administrator and the entire Southside staff monitor the campus from 7:30 a.m. - 4:00 p.m. daily. Southside is a closed campus and all visitors must register with the office before entering the school. Southside has a complete and comprehensive emergency preparedness plan.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	5.2	2.8	3.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	2.8	3.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	5.0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	23	25				1	1	1			
1	22	21	17			13	12	12				
2	18	24	23	15				14	14			
3	30	19	26		13		14		13			
4	25	32	20			6	6	6				
5	29	26	31				6	6	6			
6	26	33	29				6		6		6	

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

Professional Development provided for Teachers

The school offers four staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For the last four years, the school offered four days of staff development. Staff development has moved beyond Common Core training and is now focused on interim formative assessments to inform instruction and a new student management system. New teachers are provided support and professional feed back through the New teacher induction program as well as the Peer Assistance and Review (PAR) program.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,804	\$44,375
Mid-Range Teacher Salary	\$55,497	\$65,926
Highest Teacher Salary	\$90,121	\$82,489
Average Principal Salary (ES)	\$116,100	\$106,997
Average Principal Salary (MS)	\$0	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$0	\$121,894
Percent of District Budget		
Teacher Salaries	30.0	32.0
Administrative Salaries	6.0	7.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The expenditures per pupil data is based on 2017-18 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,894	\$793	\$7,102	\$72,082
District	◆	◆	7,102	\$65,750
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			7.7	15.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.