

Southside Elementary School

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

Eric Johnson, Principal
ejohnson@sbcoe.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Southside Elementary School District

4991 Southside Rd.
Hollister, CA 95023
(831) 637-4439

www.sbcoe.k12.ca.us/districts/southside.html

District Governing Board

Jeanne Liem

Scott Gilbert

Bob Tiffany

Marlene Villegas

Susana Frasher

District Administration

Eric Johnson
Superintendent

School Description

Southside School District is a single-site district in the City of Hollister. The school is located in San Benito County, 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 to each of its students, and it shows in the school's consistently high test scores. The school is also proud of its active visual and performing arts programs, as well as a separate physical education program for each grade. In the 2012-13 school year, the school served 251 students in grades Kindergarten through eight.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 637-4439.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	20
Gr. 1	28
Gr. 2	24
Gr. 3	28
Gr. 4	25
Gr. 5	35
Gr. 6	32
Gr. 7	31
Gr. 8	38
Total	261

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	50.2
Native Hawaiian/Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	29.1
English Learners	21.8
Students with Disabilities	2.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	10		
Without Full Credential	1		
Teaching Outside Subject Area of Competence	0		
Southside Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Southside Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

Southside School held a public hearing on September 4, 2013, 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 2013 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:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Harcourt Adopted in 2008</p> <p>Houghton Mifflin Adopted in 2008</p> <p>Houghton Mifflin Adopted in 2008</p> <p>McDougal Littell Adopted in 2008</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Glencoe Adopted in 2007</p> <p>Harcourt Adopted in 2007</p> <p>Harcourt Adopted in 2007</p> <p>McDougal Littell Adopted in 2007</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Harcourt Adopted in 2006</p> <p>Holt Adopted in 2006</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Houghton Mifflin Adopted in 2005</p> <p>TCI Adopted in 2005</p>

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 2013. 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 2013-14 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 2013-14 school year includes general maintenance

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected:

System Inspected	Repair Status				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]	[]	[]		Gutter needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		Windows need caulking (repaired).
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	82	77	97	82	77	89	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	75	78	77	75	78	77	54	56	55
Math	75	73	74	75	73	74	49	50	50
HSS	72	64	85	72	64	85	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	9	9	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.1	3.8	38.5
7	12.0	20.0	16.0

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	89
All Student at the School	97
Male	100
Female	94
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	94
Native Hawaiian/Pacific Islander	
White	100
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-10	12	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15	-10	3
Native Hawaiian/Pacific Islander			
White		23	0
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 is reviewed and updated each year in the fall. All revisions were communicated to the 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. Each school includes the following requirements of SB 187 within their school plans: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-Wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures,

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.6	12.4	7.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	12.4	7.6
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	5.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		27	20			1		1				
Gr. 1		32	28					10	13			3
Gr. 2		32	24		1			12	15			3
Gr. 3		35	28					11	14			3
Gr. 4		26	25					6	6			
Gr. 5		29	35					6				6
Gr. 6		24	32		1			6	6			
English		35	35						2			4 2
Math		35	32						2			2
Science		35	35						1			2 1
SS		35	35						1			2 1

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,970
Mid-Range Teacher Salary		\$56,096
Highest Teacher Salary		\$71,434
Average Principal Salary (ES)		\$91,570
Average Principal Salary (MS)		\$97,460
Average Principal Salary (HS)		\$99,544
Superintendent Salary		\$107,071
Percent of District Budget		
Teacher Salaries	39	36
Administrative Salaries	6	7

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,000	\$820	\$6,180	\$60,000
District	♦	♦		
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District			\$6,180	
Percent Difference: School Site/ State				

Types of Services Funded at Southside Elementary School

The expenditures per pupil data is based on 2011-12 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.

Professional Development provided for Teachers at Southside Elementary School

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 three years, the school offered four days of staff development. Preparing for the Common Core Standards and assessments is scheduled for the 2013-14 school year. New teachers are lent support and professional feed back through the Beginning Teacher Support Association (BTSA) as well as the Peer Assistance and Review (PAR) program.