

Southside Elementary School District

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Southside Elementary School District
Street	4991 Southside Road
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 637-4439
Principal	John Schilling Ed. D.
Email Address	jschilling@sbcoe.org
School Website	www.ssesd.org
Grade Span	K-8
County-District-School (CDS) Code	35-67553

2024-25 District Contact Information

District Name	Southside Elementary School District
Phone Number	(831) 637-4439 ext. 210
Superintendent	John Schilling Ed.D.
Email Address	jschilling@sbcoe.org
District Website	www.ssesd.org

2024-25 School Description and Mission Statement

Southside School District is a single rural 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 north east of Monterey Bay. The dedicated staff at Southside School works to provide a high-quality education for all students and this is reflected in the school's consistently high assessment scores. The school is proud of its dedicated veteran staff, parent participation, visual and performing arts programs, and physical education program. Southside has made advances in providing technology access for all students and providing a 1:1 student device ratio in all classrooms. In the 2024-2025 school year, the school served 260 students in grades of transitional kindergarten through eight grade.

2024-25 School Description and Mission Statement

Southside School is proud to offer a comprehensive academic instructional program that includes extra-curricular programs such as after-school support, athletics, physical education, art, and visual performing arts. As a rural school, Southside participates in community sponsored events such as holiday celebrations, community service, civic involvement, and partnerships with our county educational partners.

Southside Elementary remains committed to serving our students by providing high quality equitable instructional programs and continuing our efforts to meet the individual and diverse needs of all students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	18
Grade 2	30
Grade 3	21
Grade 4	26
Grade 5	27
Grade 6	29
Grade 7	29
Grade 8	25
Total Enrollment	236

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Non-Binary	0
American Indian or Alaska Native	0.4
Black or African American	0.4
Filipino	1.3
Hispanic or Latino	66.5
Two or More Races	0.4
White	30.9
English Learners	21.2
Homeless	3.8
Migrant	23.3
Socioeconomically Disadvantaged	41.5
Students with Disabilities	7.6

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)	8.00	80.08	8.00	80.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	9.91	0.90	9.91	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.90	9.91	0.90	9.91	18854.30	6.86
Total Teaching Positions	9.90	100.00	9.90	100.00	274759.10	100.00

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)	7.00	70.00	7.00	70.00	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	10.00	1.00	10.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	10.00	1.00	10.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	1.00	10.00	1.00	10.00	15831.90	5.67
Total Teaching Positions	10.00	100.00	10.00	100.00	279044.80	100.00

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.

2022-23 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)	8.90	89.99	8.90	89.99	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	10.01	1.00	10.01	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	9.90	100.00	9.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.90	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.90	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.10	7.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southside School held a public hearing on September 4, 2024, 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 September 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders/McGraw Hill Adopted in 2016	Yes	0
	California Connections/Houghton Mifflin Adopted in 2016		
Mathematics	CA Envision/ Pearson adopted in 2012	Yes	0
	Math in Focus/Marshall Cavendish adopted in 2014		
	Math accelerated Pre-Algebra/McGraw Hill adopted 2016		
	Algebra 1/McGraw Hill adopted 2016		
Science	Carolina Biological grades K-5 Adopted in 2021	Yes	0
	TCI grades 6-8		

	Adopted in 2021		
History-Social Science	TCI TK-8th grade Adopted in 2019	Yes	0

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

School Facility Conditions and Planned Improvements

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, repurposing the tech lab, science lab, and staff facilities. Reconstruction of the gymnasium was completed in 2009. Facility information is current as of September 2024. 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. Roof replacement was required for the gymnasium facility in 2022. Staff responded in a timely manner to complete a competitive bid process to hire the roof contractor to replace the roof. The school entrance door remains locked to prevent open access to the public and the school completed exterior fencing and cameras to provide a safe and secure campus.

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. The administration and custodial staff have developed sanitization and disinfection schedules and check lists to ensure that high touch surfaces and contact points are cleaned daily.

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 2023-2024 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 2024-2025 school year includes general maintenance.

Year and month of the most recent FIT report	10/17/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Grounds: The outside field area on the backside of campus is surrounded by commercial agriculture as a result there is a ground squirrel/gopher issue on the grass field area.
Electrical	X			

School Facility Conditions and Planned Improvements

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	Grounds: The outside field area on the backside of campus is surrounded by commercial agriculture as a result there is a ground squirrel/gopher issue on the grass field area.

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	51	52	51	46	47
Mathematics (grades 3-8 and 11)	41	39	41	39	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	150	98.04	1.96	51.33
Female	84	82	97.62	2.38	56.10
Male	69	68	98.55	1.45	45.59
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	47.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	47	94.00	6.00	59.57
English Learners	23	23	100.00	0.00	21.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	46.67
Students Receiving Migrant Education Services	21	21	100.00	0.00	23.81
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	153	150	98.04	1.96	38.67
Female	84	82	97.62	2.38	37.80
Male	69	68	98.55	1.45	39.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	30.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	47	94.00	6.00	55.32
English Learners	23	23	100.00	0.00	13.04
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	28.89
Students Receiving Migrant Education Services	21	21	100.00	0.00	28.57
Students with Disabilities	--	--	--	--	--

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.94	37.25	52.94	37.25	30.29	30.73

2023-24 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	52	51	98.08	1.92	37.25
Female	20	20	100.00	0.00	45.00
Male	32	31	96.88	3.12	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	64.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. The administration of the PFT requires only participation results 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
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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.

2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Southside Elementary School. The school has a very active Parent Club organization 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.

During the 2023-2024 school year Southside Elementary engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. Feedback gathered throughout the 2023-2024 school year through the start of the 2024-2025 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys, parent meetings, conversations with students and parents, planning committees, union meetings, and Board of trustee meetings.

Surveys administered in the 2023-2024 school year:

- Extended learning opportunities/After school/ELOP survey: This survey was to measure the parent interest in providing extended learning opportunities and a summer school program. Seventy (61) parents participated in the survey and the survey included a Spanish language version. This survey was administered in September for the 2023-2024 school year.
- Parent Engagement LCAP Feedback Survey - Administered from February 2023 to April 2024. 27 parent responses were recorded. This survey was designed to provide parent feedback for the LCAP plan the survey included a Spanish language version.
- Safety Committee survey: This survey was administered at the end of the 2023 school year and included 9 parent responses.

Parent Meetings 2023-2024:

The Southside parent club meetings are conducted once a month and to accommodate our diverse membership, meeting are held in the mornings. Each meeting includes parent club business, budgets and activities as well as an update from the administration. The site Principal provides updates on school business, curriculum, activities, staffing, and community related items. Parent club members and the public are encouraged to ask questions and provide feedback for the administration.

PAC Meetings 2023-2024:

A second Southside parent group that meets 6-8 times a year is the Parent Advisory Committee (PAC). The PAC members and PAC Board are comprised of our parents of students identified in our Migrant Education program. This group functions as the district English Language Parent Advisory Committee (ELAC). Our meetings include our migrant education liaison who is a classified staff member, parents of English Language learners, our site administrator, and a variety of guest speakers that might appear for different topics of discussion. A typical PAC meeting will have between 12 and 20 participants. The Southside PAC board regularly reviews and provides feedback on the LCAP plan each year. The 2023-2024 LCAP goals and actions were presented to the PAC board board in the 2024 April meeting and the 2024 May meeting to solicit feedback and recommendations for the development of the 2024-2025 plan.

PAC meeting Dates:

June 23, 2023 - Migrant student and family Community Health fair
August 30, 2023- Back to School Meeting
September 19, 2023- Board Elections
April 11, 2024- LCAP review
May 14, 2024 - Feedback on the Southside LCAP
June 28, 2024 - Migrant student and family Community Health fair

Consultation with San Benito County SELPA

The district worked with the local San Benito County SELPA and the SELPA director to conduct a root cause analysis and prepare a Performance Indicator Review plan (PIR) of programs respond the the state in the areas of item 3c, English

2024-25 Opportunities for Parental Involvement

Language Arts Achievement and element 6b in the Spring of 2024. Meetings with the SELPA director and the district occurred in the 2023-2024 school year.

Union Meetings:

The Southside Educator Association (SEA) and the school administration traditionally meet two to three times a year to discuss the yearly Sunshine letter and consult related to the collective bargaining agreement. The district and the SEA met six times between December 2023 and April 2024. The district and the SEA met to negotiate the collective bargaining agreement throughout the fall of 2023 and both parties signed a tentative agreement in May 2024.

Presentation to the Board of Trustees and Educational Partners

Regular updates and information about the Southside Elementary development process and plans are provided to the board of trustees and educational partners. Presentations related to the LCAP mid-year report and the Supplement to the annual update were as follows:

February 7, 2024 - Information on the LCAP Mid-Year update

May, 1, 2024 - Information on the LCAP review and process

May, 29th 2024- Draft LCAP presented to the board for public hearing

June 7th, 2024 LCAP approval

September 4th, 2024 LCAP revision approval

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	268	250	40	16.0
Female	136	128	17	13.3
Male	132	122	23	18.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	169	31	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	78	75	8	10.7
English Learners	64	55	12	21.8
Foster Youth	--	--	--	--
Homeless	12	12	3	25.0
Socioeconomically Disadvantaged	123	108	27	25.0
Students Receiving Migrant Education Services	71	65	13	20.0
Students with Disabilities	22	21	7	33.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.29	0.82	1.49	1.29	0.82	1.49	3.17	3.60	3.28
Expulsions	0.43	0.00	0.00	0.43	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.49	0.00
Female	0.74	0.00
Male	2.27	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.28	0.00
English Learners	1.56	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	1.63	0.00
Students Receiving Migrant Education Services	1.41	0.00
Students with Disabilities	13.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Safety of the students and staff is a primary concern of Southside School. The school strives to be compliant 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 7-8 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 that is now modified through Document Tracking Services. Since the tragical loss of life in the Uvalde school shootings at Ross Elementary school in May 2022, Southside has taken additional measures to provide a safe a secure environment for students and staff. Upgrades to the campus security include, exterior fencing, high powered LED lighting, Vercada outdoor cameras, 2 AED units, exterior fencing, and staff professional development.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	20	8		
2	23		8	
3	25		10	
4	26		6	
5	27		7	
6	26		7	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		7	
1	29		8	
2	21		8	
3	25		10	
4	26		6	
5	25		7	
6	31		7	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	
1	18	8		
2	30		8	
3	21	1	9	
4	26		6	
5	27		7	
6	29		7	

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,154.25	\$2,114.81	\$9,039.44	\$69,158.17
District	N/A	N/A	7,102	
Percent Difference - School Site and District	N/A	N/A	24.0	-0.4
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-17.5	-13.8

Fiscal Year 2023-24 Types of Services Funded

The expenditures per pupil data is based on 2023-2024 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	31%	26%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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. Last year, the school offered four days of staff development but was limited in the types and quantity of the professional development to account for additional classroom and preparatory time. 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. The current focus of professional development has concentrated on the implementation of the IXL diagnostic and intervention curriculum, the county wide mathematics initiative, and preparation for the new California Mathematics adoption.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	