

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

**mail original and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901**

(subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Local Educational Agency (LEA): West Side Union Elementary School
County/District Code: 4971001
Dates of Plan Duration: July 1, 2013 - June 30, 2018
(should be five - year plan)
Date of Local Governing Board Approval: May 29, 2014

LEA Information:

Superintendent: Rhonda Bellmer
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Rhonda Bellmer	May 29, 2014	_____
Printed or typed name of Superintendent	Date	Signature of Superintendent
Ann Davis	May 29, 2014	_____
Printed or typed name of Board President	Date	Signature of Board President

**Single School District Plan
West Side Union Elementary School**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.
2. All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005 - 2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug - free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards - aligned instructional materials
- standards - based professional development
- standards - aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest - performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the SPSA, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school - level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school - level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California Education Code (EC) requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California Education Code as follows:

The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state - level oversight is accomplished in part by conducting on - site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state - funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. **The Plan should be periodically reviewed and updated as needed, but at least once each year.**

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct - funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under - performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct - funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance: Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports - <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self - assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school - level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district - level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school - wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for SSD Plan Development

SSD Plan - Comprehensive Planning Process Steps

- 1. Measure effectiveness of current improvement strategies
- 2. Seek input from staff, advisory committees, and community members.
- 3. Develop or revise performance goals
- 4. Revise improvement strategies and expenditures
- 5. Local governing board approval
- 6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality
<input type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology
<input checked="" type="checkbox"/>	Title III, Limited English Proficient
<input type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Title IV, Part A, Safe and Drug - Free Schools and Communities
<input type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input type="checkbox"/>	Adult Education
<input type="checkbox"/>	Career Technical Education
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input checked="" type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
<input type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input type="checkbox"/>	EIA - Limited English Proficient
<input type="checkbox"/>	After - School Education and Safety Programs
<input type="checkbox"/>	School and Library Improvement Block Grant
<input type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input type="checkbox"/>	Gifted and Talented Education
<input type="checkbox"/>	High Priority Schools Grant Program
<input type="checkbox"/>	Tobacco Use Prevention Education (Prop 99)
<input type="checkbox"/>	Immediate Intervention/ Under performing Schools Program
<input type="checkbox"/>	School Safety and Violence Prevention Act (AB1113, AB 658)
<input type="checkbox"/>	Healthy Start
<input type="checkbox"/>	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
<input type="checkbox"/>	English Language Acquisition Program
<input type="checkbox"/>	Community Based English Tutoring
<input type="checkbox"/>	Art/Music Block Grant
<input type="checkbox"/>	School Gardens
<input checked="" type="checkbox"/>	Other (describe):
<input checked="" type="checkbox"/>	Other (describe):
<input checked="" type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		12,603	12,603	100%
Title I, Part B				
Title I, Part C				
Title I, Part D				
Title II Part A, Subpart 2		4,707	4,707	100%
Title II, Part D				
Title III		1,773	1,773	100%
Title III				
Title IV, Part A				
Title V, Part A				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
REAP		20,602	20,602	100%
Total		39,685	39,685	100%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Common Core State Standards	0	35,972	30,000	100%
LCFF Supplemental	0	12,716	12,716	
Total:		48,688	48,688	100%

Part II

The Plan

Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district - level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make - up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

Mission Statement

The West Side Union School District is an educational community that promotes academic, physical, and social growth for all students. We provide educational programs of the highest quality within a supportive environment, respecting individual differences and cultural backgrounds. We encourage critical and creative thinking, and aim to strengthen each student's power of imagination. We provide the foundation for higher education, responsible leadership, and lifelong learning.

General Description and History of School

West Side School is a small, rural, K-6 elementary school currently serving 169 students with 24 full and part-time staff. Nestled in an agricultural valley 70 miles north of San Francisco, California, in northern Sonoma County, the School is about two miles outside the city of Healdsburg. On the "west-side of the Russian River, the campus is bounded by two creeks, an organic farm, and a country road. West Side School was founded over 50 years ago when five one-room school's merged. The District still maintains the original one-room schoolhouse--Felta Schoolhouse--built in 1906 serving District students before the current campus was built in 1956-57. A new wing was constructed in 2007 for grades 4-6. Shortly after, a major school fire resulted in the rebuilding of the older section of the campus.

The student population is predominantly Caucasian, with 10% of the student body Latino, 2% African-American and Asian. The percentage of students receiving special education services is 10%, and about 20% of the population qualifies for free/reduced lunch through the National School Lunch Program. 28% of our students receive Title I support in English Language Arts, and 25% of our students receive Title I support in math.

The school maintains eight classrooms, offering one class per grade, and a Resource Specialist (RSP) classroom. The Literacy Intervention Program is offered to students facing challenges in meeting grade-level benchmarks in reading. For the 2012-13 school year, class size averaged 25 students. Instructional assistants are assigned to classrooms as part of our Title I support services. The school is described as providing "family-style" education, and has a high degree of parental and community involvement. The real strength of the school is often attributed to its small size, shared vision, and shared responsibilities. Small school size has many advantages. Students at West Side are encouraged to take responsibility for their own learning. Activities are individualized, experiential, and relevant to the world outside of school. Parents actively participate in the educational process, and as a result, interpersonal relations between and among students, teachers, staff, and administrators are generally positive. Our Big Buddy/Little Buddy program pairs older with younger students resulting in a unique relationship outside of the students' classroom. Our parent/community group--the Felta Education Foundation--funds 3% of the total budget. This enrichment funding supports music, band, gardening, art, poetry, field trips, environmental learning projects, classroom supplies, technology, and much, much more.

West Side's educational programs support the growth and development of the whole child--academically, physically, and emotionally. In addition to a strong core-academic program, West Side School is recognized for its enrichment: gardening, choral music, band, art, drama, and field trips are integrated into the curriculum. Place-based learning, living history and environmentalism, project-based learning, integrated-thematic instruction; and hands-on learning approaches bring the curriculum alive. Many special projects across the grades promote inquiry education--a student-centered approach whereby students are encouraged to ask questions and pursue answers. Critical thinking is supported and encouraged. We are in our eighth year of using the Toolbox Project, a social skills curriculum that promotes social literacy for our students. Students are held to a high standard of behavior, with expectations clearly communicated. A student-run recycling and vermiculture composting program helps to manage campus waste, with the added advantage of producing soil for the garden. Students and staff are encouraged to conserve resources. We strive to support students to become academically proficient, physically and emotionally healthy, and respectful, responsible, and caring.

District oversight by the Board of Trustees: The Board of Trustees is comprised of five members, each serving a four-year term. Candidates must be California citizens, registered voters, and live within the district boundaries. Agendas for the monthly meetings are posted at the school and on the website, and announced in advance in the school newsletter. The main function of the board is to guide the district's mission, employ and evaluate the superintendent/principal, establish district policy and monitor the budget, and to oversee annual and long-range planning.

The School Site Council is a legally mandated group that represents the teachers, administration, and parents of a school. Representatives are elected by their peer groups to serve a two-year term. The Council holds public meetings and meets monthly. The Site Council is required to develop and approve the Single School District Plan (Single Plan for Student Achievement) and the Safe School Plan (Comprehensive School Safety Plan).

The Felta Education Foundation (FEF) was very active again this year carrying out their charter, which in addition to raising funds for enrichment programs for West Side students, included sponsoring many events and activities. The year started with the Welcome Back Potluck Dinner. Our parent groups fund our music and art programs, technology program, monthly assemblies, field trips, the yearbook, and graduation. Our students in grades three, four, five, and six participate in Environmental Living and Living History Programs. FEF funding and support enabled students to attend Gina's Orchard Watershed Education Program at the Bishop's Ranch, the Fort Ross Interpretive Program, the San Francisco Maritime Museum's Balclutha tall ship, and the Nature Bridge Program at Yosemite.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high - quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low - achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom - based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

In addition to State Academic Assessments, West Side Union School District has in place an annual schedule of formative and summative grade-level assessments tied to our trimesters. All students are assessed, with assessment data submitted to the Principal/Superintendent for review three times yearly. Differentiated instruction and support services are considered for all students not at grade-level benchmarks. Students are grouped for instruction as Challenge (fairly independent, extra enrichment), On Level (moderate support), Strategic (ongoing support), and Intensive (referral to additional supports outside the classroom). Students identified as Strategic or Intensive are monitored more frequently.

Beginning of the Year/First Trimester:

Kindergarten: Letter ID, Lexia level, Number ID, classroom observations

First Grade: Emerging Literacy Survey

Grades 2-6: ELA Baseline Group Test, Reading Fluency Monitor, Math Diagnosing Readiness for Grade, basic Math facts fluency, writing sample, classroom observations

Below benchmark: Phonics/Decoding Screening Tests (gr. 1.3-6), Leveled Reading Passages Assessment Kit

Mid Year/Second Trimester

Kindergarten: Letter ID, Lexia level, Number ID, classroom observations

Grades 1-6: ELA CA Summative Midyear, Reading Fluency Monitor, Read Naturally level, Reading Counts lexile, basic Math facts fluency , Math unit tests average, writing sample, classroom observations

Below benchmark: Phonics/Decoding Screening Tests (gr. 1.3-6), Leveled Reading Passages Assessment Kit

End of Year/Third Trimester

Kindergarten: Letter ID, Number ID, classroom observations

Grades 1-6: ELA CA Summative End of Year, Reading Fluency Monitor, Read Naturally level, Reading Counts exile, basic Math facts fluency, Math unit tests average, writing samples, classroom observations

Below benchmark: Phonics/Decoding Screening Tests (gr. 1.3-6), Leveled Reading Passages Assessment Kit

[Due to the shift to the Common Core State Standards, our local Multiple Measures are under revision].

Performance Goal 1A:

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013 - 2014.

<p>School Goal 1A: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>By June 2013, all students will meet AYP and API growth targets in English Language Arts (ELA): West Side's services will support an increase of 10% in the percentage of students in grades 2-6 scoring Proficient or Advanced on ELA CTS's from 2012 to 2013, and reading fluency growth of 5% as measured by end-of-year District benchmarks 2014.</p>	
<p>Student groups and grade levels to participate in this goal: All students grades 2-6</p>	<p>Anticipated annual performance growth for each group: For STAR CST's 2nd grade 52% to 57% 3rd grade 53% to 58% 4th grade 76% to 83% 5th grade 56% to 62% 6th grade 81% to 89%</p> <p>For District Benchmark K to 1st grade 74% to 78% 1st to 2nd grade 58% to 61% 2nd to 3rd grade 80% to 84% 3rd to 4th grade 68% to 71% 4th to 5th grade 71% to 74% 5th to 6th grade 85% to 89%</p>
<p>Means of evaluating progress toward this goal: Data obtained from Accountability Progress Report AYP - 2012-13 Adequate Yearly Progress Report API - 2012-13 Academic Performance Index Growth Report Data obtained from District Multiple Measures fall 2013 through end-of-year 2014.</p>	<p>Data to be collected to measure academic gains: Compare Star 2012 to 2013 Grade level performance each subgroup Review and monitor District reading fluency scores at each trimester Analyze individual student growth at end of the year</p> <p>*Due to the piloting of the new testing system, CAASPP, there were be no data for comparing 2013 to 2014.</p>

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The District fully adopted The California English Language Arts (ELA) Content Standards K-6. Curriculum, textbooks, report cards, and assessment data were all aligned to those standards. We are now transitioning to the California Common Core State Standards (CCSS) and are in the process of aligning instruction to the new standards.</p> <p>Due to new CCSS State funding we are, once again, able to offer professional development opportunities for our staff. Much of this year's training emphasis will be on aligning instruction with the new Common Core.</p>	<p>Principal Teachers On-going</p> <p>Principal Teachers 2013-14</p>		<p>\$8,950 \$5,500</p>	<p>NA</p> <p>CCSS Implementation Funding General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: All of our instructional materials are state approved, standards-aligned, but outdated. We are transitioning into Common Core implementation. Although our textbook adoptions are outdated, and will be replaced with Common Core aligned material, we have been advised to wait. Teachers are aligning developing curriculum and instructional materials and strategies with the direction of the Common Core.</p> <p>3. Extended learning time: Supplemental or "double dose" instruction in small intensive groups will be provided. Referrals to the District's Early Literacy Intervention and Literacy Intervention Program are made after the first trimester and throughout the year.</p> <p>Early Literacy Intervention Program Services grades 1-3 Literacy Intervention Program Services grades 4-6. Read Naturally Intervention Program Read Naturally intervention program Explode the Code Lexia</p> <p>30 minutes 5 x per week</p> <p>Under the direction of the classroom teacher Instructional Assistants provide differentiated support for students identified for Title I services:</p> <p>Grades 1-2 for 3 hours daily; grades 3-6 for 1hour daily</p> <p>The Lexia supplemental program is available to grades K-6</p>	<p>Principal Teachers TBD</p> <p>Principal Literacy Intervention Teacher @ .6FTE year round</p> <p>Instructional Assistants ongoing</p> <p>Teachers Technology Coordinator</p>	<p>TBD</p> <p>Initial investment in the Read Naturally and Lexia program materials</p>	<p>TBD</p> <p>\$30,000 annually</p> <p>\$60,000</p> <p>\$1,890</p>	<p>NA</p> <p>REAP General Fund Donations</p> <p>Title I Title II (trans to Title I) General Fund</p> <p>Lottery</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The 4th grade provides the Reading Counts program for all 4th graders.</p> <p>Classroom teachers provide English Language Development support for all EL learners. EL Resource teacher provides oversight and intensive support for targeted students.</p> <p>Under the direction of the classroom teacher Parent Volunteers will assist in the classrooms on a regular basis to provide one-on-one and small group assistance.</p>	<p>Teacher-4th grade Technology Coordinator year round</p> <p>Teachers EL Resource Teacher ongoing</p> <p>Volunteers ongoing</p>		<p>\$630</p> <p>\$18,900</p> <p>No extra costs</p>	<p>Lottery</p> <p>General Fund Title III</p>
<p>4. Increased access to technology: The District has an approved Technology Plan</p> <p>The District funds a contracted technology coordinator and tech support assistant</p> <p>The District will implement the State assessment system-- SBAC/CASPP-- for students grades three through sixth.</p> <p>The District will participate in the Sonoma County Office of Education's BrightBytes program and received a rating of Proficient for access to technology for both students and staff. The results of the study will inform our Technology Plan update and set the course for future professional development.</p> <p>The District will purchased 30 Chromebooks tablets for use in implementing the new State testing program. Students will receive instruction in their use.</p> <p>The District will purchase 10 Apple iPads for teacher and classroom use.</p>	<p>Technology Coordinator Tech Committee updated annually</p> <p>Principal annually</p> <p>Principal/Superintendent Technology Coordinator April 9-May 16, 2014</p> <p>Principal Staff Students Parents February 2014</p> <p>Principal Technology Coordinator</p> <p>Principal Technology Coordinator</p>		<p>\$2,500</p> <p>\$20,000</p> <p>\$10,000</p> <p>\$50</p> <p>\$10,000</p> <p>\$7,000</p>	<p>General Fund</p> <p>General Fund CCSS Implementations</p> <p>CCSS Implementation Funding General Fund</p> <p>CCSS Implementation Funding</p> <p>CCSS Implementation Funding</p> <p>CCSS Implementation Funding</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Due to the State funding crisis professional development days were eliminated for several years. This year, with LCFF funding and the new Common Core implementation funding, we will be able to add back an average of two days. Teachers will access development options through Sonoma County Office of Education.</p> <p>Each teacher receives, per contract, \$150 per year to pursue professional development.</p> <p>All West Side staff will participate in a SCOE sponsored training, provided on site, for launching the Common Core.</p> <p>All West Side teacher will participate in a small school district workshop series at SCOE addressing the shifts in both ELA and math.</p> <p>Early student release on Wednesdays will allow for Common Planning Time (CPT) for staff to meet with colleagues to articulate alignment of standards across the grades.</p>	<p>Principal Teachers</p> <p>Teachers annually</p> <p>All Staff November 2013</p> <p>Principal Teachers 2013-14</p> <p>Principals Teachers Wednesday each week</p>		<p>\$7,000</p> <p>\$1,200</p> <p>\$400</p> <p>\$1,000</p> <p>No extra costs</p>	<p>CCSS Implementation Funding General Fund</p> <p>General Fund</p> <p>CCSS Implementation Funding</p> <p>CCSS Implementation Funding</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>STAR test results, received during the summer, are forwarded to parents within 20 days.</p> <p>Curriculum Night is held at the beginning of the school year. Report cards, grading, and assessment protocols are discussed.</p> <p>Parent-Teacher conferences are held at the beginning of the year. First Trimester assessment data is shared, with any recommendations for Title I support presented to families.</p> <p>CELDT data is shared with parents of EL Learners.</p> <p>STAR Testing, District Multiple Measures, and Title I data are shared with School Site Council.</p>	<p>Principal Summer 2013</p> <p>Teachers Fall 2013</p> <p>Teachers October 2013</p> <p>EL Resource Teacher March 2014</p> <p>Principal annually</p>	<p>Cost of tests</p>	<p>No extra costs</p> <p>No extra costs</p> <p>No extra costs</p> <p>No extra costs</p> <p>No extra costs</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>STAR Testing, District Multiple Measures, and Title I data are shared with Board of Trustees</p> <p>Special education IEPs include interpretation of assessment data. Progress on IEP goals are included with each Trimester report card. The Special Education Self Review (SESR) will survey parents regarding the program.</p>	<p>Principal annually</p> <p>Principal RSP Teacher Teachers Psychologist Nov. 2013, March 2014, June 2014</p>		<p>No extra costs</p> <p>\$3,000 extra staff costs to conduct SESR</p>	
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>West Side has a very active Student Study Team process available to collaborate for student success. To address academic or social concerns the team (comprised of principal, RSP teacher, teachers, support staff, school nurse, speech therapist, O.T., parents) meets to develop support plans.</p> <p>The array of District services available to provide extra support for students include Title I, Literacy Intervention, and special education (academic, speech. O.T. psychologist).</p> <p>West Side Elementary is a feeder district into Healdsburg Unified School District. Our 6th grade class coordinates with Junior High to ensure a smooth transition between schools and programs. When selecting curriculum our district usually aligns 6th grade with the Junior High. The school boards of West Side, Alexander Valley, and Healdsburg Unified meet annually in an effort to have greater cooperation and better articulation of services.</p>	<p>Varies ongoing</p> <p>Varies ongoing</p> <p>West Side Staff HUSD Staff School Boards</p>	<p>Speech Therapist Psychologist Nurse Nurse-Diabetes support O.T.</p>	<p>\$20,000 \$10,000 \$5,000 \$15,000 varies</p> <p>\$30,000 Literacy Intervention at district discretion; all other services based on student need</p> <p>No extra costs</p>	<p>Special Education General Fund</p> <p>REAP General Fund</p>
<p>8. Monitoring program effectiveness:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Students are assessed at a minimum of three times a year on the District's multiple measures/benchmarks to determine reading fluency and comprehension.</p> <p>In the second trimester the Principal reviews Multiple Measures and STAR data during several faculty meetings. Students identified for support throughout the year are referred to the appropriate resource or service. Teachers and the Principal review and analyze STAR testing results and District student data to determine eligibility for Title I support services in the fall of each school year.</p>	Principal Teachers Winter 2013-14		No extra costs	
<p>Staff evaluations include the review of student data and progress.</p>	Principal throughout the year		No extra costs	
<p>CELDT data are reviewed for all EL students, first by the Principal and then all teachers. Individual service plans result from these reviews.</p>	Principal EL Resource Teacher Teachers Winter 2013-14	Associated costs for EL Resource Teacher	No extra costs	
<p>Student progress and response to instruction is reviewed between the Principal and each teacher. Title I services are reviewed for effectiveness. For students not making adequate progress, Student Study Team processes are initiated.</p>	Principal Teachers Substitute		\$110 for one sub day	General Fund
<p>All assessment data is made available to SST teams, and is passed on to the next year's teacher. The Principal maintains the data for the students' 7 years at West Side.</p>	Principal		No extra costs	
<p>The Special Education Self Review (SESR), conducted every 4 years, provides the District with program outcomes for special education.</p>	Special Education staff 2013-14		No extra costs	
<p>STAR testing data has provided a measure of progress on meeting the standards of all subgroups, including special education, EL Learners, and students participating in the free/reduced lunch program. The new system CAASPP is being piloted this year and we will not have STAR data to compare (except in Science for 5th grade).</p>	Staff Spring 2013		\$500 extra for staff proctoring	General Fund
9. Targeting services and programs to lowest-performing student groups:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Specific interventions and support plans are in place to ensure that ALL students receive targeted instruction based on his/her assessed needs in English language arts. Local Multiple Measures will identify students performance levels in accordance with the California Framework for ELA as:</p> <p>Benchmark--monitoring and extra support Strategic--Title I, Literacy Intervention Intensive--Title I, Literacy Intervention, possible referral to special education</p> <p>In addition to the Framework designations, the District identifies those students who exceed the benchmark level as Challenge and provides enrichment, more depth, and extension to the curriculum for those students.</p> <p>**See detailed description of district assessments and support services in previous sections</p>	<p>Principal Teachers Instructional Aides</p>		<p>\$50,000 Literacy Intervention \$60,000 Instructional Assistants \$90,000 Special Education \$20,000 Speech \$17,500 EL Resource</p>	
<p>10. Any additional services tied to student academic needs:</p> <p>The District will maintain its excellent enrichment program which we believe increases English language arts achievement in our students. Connections in the visual arts, the garden, performing arts, music, and field trips enliven the ELA curriculum.</p> <p>The District will participate in the County-wide Spelling Bee, Healdsburg Museum's Family History Essay Contest, and Gateway's Young Writers' Contest.</p>	<p>West Side Staff Enrichment Teachers Felta Education Foundation throughout the year</p> <p>Principal Teachers Parents throughout the year</p>		<p>\$45,000 annually</p> <p>\$80 fee for Spelling Bee</p>	<p>Felta Education Foundation Parent Donations Community Donations</p> <p>General Fund</p>

Performance Goal 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013 - 2014.

<p>School Goal 1B: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>By June 2013, all students will meet AYP and API annual growth targets in mathematics. West Side's services will support an increase of 10% in the percentage of students in grades 2-6 scoring Proficient or Advanced on Math CTC's from 2012 to 2013.</p>	
<p>Student groups and grade levels to participate in this goal: All students grades 2-6</p>	<p>Anticipated annual performance growth for each group:</p> <p>2nd grade 56% to 61% 3rd grade 68% to 74% 4th grade 61% to 67% 5th grade 48% to 52% 6th grade 81% to 89%</p>
<p>Means of evaluating progress toward this goal: Principal and teachers will review the aggregate CST's for each grade level.</p>	<p>Data to be collected to measure academic gains: CST's performance levels for each grade 2-6. Compare Star 2012 to 2013 Grade level performance each subgroup Review and monitor District math scores at each trimester Analyze individual student growth at end of the year</p> <p>*Due to the piloting of the new testing system, CAASPP, there were be no data for comparing 2013 to 2014.</p>

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The District fully adopted the California Mathematics Content Standards K-6. Curriculum, textbooks, report cards, and assessment data were aligned to those standards. We are now transitioning to the Common Core State Standards (CCSS) so we are between both worlds. Teachers are currently aligning instruction and strategies to the CCSS.	Principal Teachers		\$5,000	CCSS Implementation Funding
2. Use of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All of our instructional materials are state approved, standards-aligned, and outdated. We are transitioning into Common Core implementation. Although our textbook adoptions are outdated, and will be replaced with Common Core aligned material, we have been advised to wait. Teachers are aligning math instructional materials, and strategies with the direction of the Common Core.</p> <p>Staff will provide every student with a comprehensive core curriculum and instruction that is aligned state standards and articulated across grade levels using standards-based instructional materials. Progress in the transition from Content Standards to the Common core will be the focus of professional development.</p> <p>3. Extended learning time: Differentiated instruction will be provided for students based on assessment data and classroom observations. Under the direction of the classroom teacher Instructional Assistants provide extra support and remediation for students identified for Title I math support.</p> <p>K-3 for 3 hours daily; grades 3-6 for 1 hour daily</p> <p>After school Math Club may be offered to upper grade students on occasion throughout the year.</p> <p>Under the direction of the classroom teacher Parent Volunteers will assist in the classrooms on a regular basis to provide one-on-one and small group assistance.</p> <p>In collaboration with the classroom teacher who provides core ELD instruction, the EL Resource teacher offers extra ELD support outside of the classroom.</p>	<p>Principal Teachers TBD</p> <p>Teachers</p> <p>Instructional assistants Daily</p> <p>Teacher periodically throughout the year</p> <p>Volunteers ongoing</p>	<p>\$8,950</p>	<p>TBD</p> <p>TBD</p> <p>\$60,000</p> <p>No extra cost</p> <p>No extra costs</p>	<p>CCSS Implementation Funding</p> <p>Title I Title II (trans to Title I) General Fund</p>
<p>4. Increased access to technology: The District has an approved technology plan.</p> <p>The District funds a contracted technology coordinator and tech support assistant.</p>	<p>Technology Coordinator Tech Committee updated annually</p> <p>Principal annually</p>		<p>\$2,500</p> <p>\$20,000</p>	<p>General Fund</p> <p>CCSS Implementation Funding General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The District will implement the State assessment system-- SBAC/CAASPP--for students grades 3-6.	Principal/Superintendent Technology Coordinator April 9-May 12, 2014		\$10,000	CCSS Implementation Funding General Fund
The District will purchase 30 Chromebook tablets.	Principal Technology Coordinator		\$10,000	CCSS Implementation Funding
The District will purchase 10 Apple iPads for classroom use.	Principal Technology Coordinator		\$7,000	CCSS Implementation Funding
The technology coordinator will continue to share links for math support with staff, students, and families.	Technology Coordinator		no extra costs	
The school District will participate in the County Offices BrightBytes program. Information gleaned from the technology survey conducted of staff, students, and parents will be used to set 21st Century technology goals.	Principal Technology Coordinator		\$50	CCSS Implementation Funding
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Due to the State funding crisis we had to cut professional development days for several years. This year, with LCFF funding and the new Common Core implementation funding, we were able to add back an average of two days. The District and teachers will access professional development options offered through the Sonoma County Office of Education.</p> <p>Each teacher receives, per contract, \$150 per year to pursue professional development. Teachers will participate in professional development for Common Core math.</p> <p>All teachers will participate in the SCOE's small school district collaboration, with math as a focus.</p> <p>West Side instituted early student release on Wednesdays to allow for Common Planning Time (CPT).</p> <p>Teachers in first, third, fourth, and sixth participated in the intro to the Common Core for mathematics offered after work at SCOE 2012-13.</p>	<p>Principal Teachers 2013-14</p> <p>Teachers 2013-14</p> <p>Principal Teachers 2013-14</p> <p>Principal Teachers 2013-14</p> <p>Teachers grades 1-3-4-6</p>		<p>TBD</p> <p>\$1,000</p> <p>\$1,000</p> <p>No extra costs</p>	<p>General Fund</p> <p>CCSS Implementation Funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): STAR test results, received during the summer, are forwarded to parents within 20 days. Curriculum Night is held at the beginning of the school year. Report cards, grading, and assessment protocols are discussed. STAR Testing, District Multiple Measures, and Title I data are shared with School Site Council.</p> <p>STAR Testing, District Multiple Measures, and Title I data are shared with Board of Trustees</p> <p>CELDT data is shared with parents of EL Learners.</p> <p>Parent-Teacher conferences are held at the beginning of the year. First Trimester assessment data is shared, with any recommendations for Title I support presented families.</p> <p>Special Education IEPs include interpretation of assessment data. Progress on IEP goals are included with each Trimester report card. The Special Education Self Review (SESR) surveys parents regarding the program.</p> <p>Principal will meet with staff to review Title I supports and evaluate resources and services.</p>	<p>Principal annually</p> <p>Principal annually</p> <p>EL Resource Teacher March 2014</p> <p>Teachers October 2013</p> <p>Principal RSP Teacher Teachers Psychologist Nov. 2013, March 2014, June 2014</p> <p>Principal Teachers Spring 2014</p>	<p>Associated costs for each of the positions; increased staff time to conduct the Review</p>	<p>No extra costs</p> <p>No extra costs</p> <p>\$5,250 cost to administer CELDT</p> <p>No extra costs</p> <p>No extra costs</p> <p>\$110 for sub day</p>	
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): At present the District does not have a math intervention program as we do for reading and ELA. The funding crisis of the past years has not left the District with the funding needed to develop extra math intervention services. This remains a goal of the District's.</p>	<p>Principal</p>		<p>TBD</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>West Side will make the Student Study Team process available to collaborate for student success. To address academic or social concerns the team (comprised of principal, RSP teacher, teachers, support staff, school nurse, speech therapist, O.T.,parents) will meet to collaborate in the development of support plans.</p> <p>West Side Elementary is a feeder district into Healdsburg Unified School District. Our 6th grade class will coordinate with Junior High to ensure a smooth transition between schools and programs. When selecting curriculum our district usually aligns 6th grade with the Junior High. The school boards of West Side, Alexander Valley, and Healdsburg Unified meet annually in an effort to have greater cooperation and better articulation of services.</p>	<p>Principal SST members ongoing</p> <p>Teacher-6th grade</p>	<p>TBD: any extra costs for time in excess of contracts</p>	<p>\$1,000 sub cost for teacher release for meetings</p> <p>no extra costs</p>	
<p>8. Monitoring program effectiveness:</p> <p>Students are assessed at a minimum of three times a year on the District's multiple measures/benchmarks to determine reading fluency and comprehension In the second trimester the Principal reviews Multiple Measures and STAR data during several faculty meetings. Students identified for support are referred to the appropriate resource or service. Teachers and the Principal will review and analyze STAR testing results and District student data to determine eligibility for Title I support services in the fall.</p> <p>STAR testing data will provide a measure of progress on meeting the standards of all subgroups, including special education, EL Learners, and students participating in the free/reduced lunch program.</p> <p>Student progress and response to instruction will be reviewed between the Principal and each teacher. Title I services are reviewed for effectiveness. For students not making adequate progress, Student Study Team processes will be initiated.</p> <p>The Special Education Self Review (SESR), conducted every 4 years, provides the District with program outcomes for special education.</p> <p>All assessment data will be made available to SST teams, and passed on to the next year's teacher. The Principal will maintain the data for the students' 7 years at West Side</p>	<p>Principal Teachers ongoing</p> <p>Principal Teachers Fall 2013</p> <p>Principal Teachers Fall 2013 ongoing</p> <p>RSP Teacher Speech Teacher 2013-14</p> <p>Principal ongoing</p>		<p>No extra costs</p> <p>No extra costs</p> <p>No extra costs</p> <p>\$3,000 for extra staff time to conduct SESR</p> <p>No extra costs</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
CELDT will provide data on effectiveness of ELD services, reporting progress of EL learners' acquisition of English.				
<p>9. Targeting services and programs to lowest-performing student groups: Specific interventions and support plans are in place to ensure that ALL students receive targeted instruction based on his/her assessed needs in English language arts. Local Multiple Measures will identify students' performance levels in accordance with the California Framework for math as:</p> <p>Benchmark--monitoring and extra support Strategic--Title I Intensive--Title I, possible referral to special education</p> <p>In addition to the Framework designations, the District identifies those students who exceed the benchmark level as Challenge and provides enrichment, more depth, and extension to the curriculum for those students.</p> <p>**See detailed description of district assessments and support services in previous sections</p>	Principal Teachers Instructional Assistants		\$50,000 Literacy Intervention \$60,000 Instructional Assistants \$90,000 Special Education \$20,000 Speech \$17,500 EL Resource	
<p>10. Any additional services tied to student academic needs: The District maintains an excellent enrichment program which we believe increases academic achievement in our students. Connections in the visual arts, the garden, performing arts, music, and field trips enliven the math curriculum.</p>	West Side Staff Enrichment Teachers Felta Education Foundation throughout the year		\$45,000	

Performance Goal 2:

All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

<p>School Goal 2: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>2A Increase the percent of LEP students scoring Proficient or Advanced in grades 2-6 from an average of _____ to _____ on the 2013 ELA CST's. 2B Increase the percent of LEP students scoring Proficient or Advanced in grades 2-6 from an average of _____ to _____ on the 2013 Math CST's. 2C Increase the percentage of EL students making overall annual growth of a minimum of one level on the CELDT.</p>	
<p>Student groups and grade levels to participate in this goal: All EL students grades 2-6</p>	<p>Anticipated annual performance growth for each group: ELA growth of 5% Math Growth of 10%</p>
<p>Means of evaluating progress toward this goal: The principal, teachers, and EL Resource teacher will review the aggregate CST's for all EL students.</p>	<p>Data to be collected to measure academic gains: CST's performance levels for each grade 2-6</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>District will provide EL Resource Teacher to manage caseload of EL students.</p> <p>Classroom teachers will provide core ELD instruction.</p> <p>EL Resource Teacher will collaborate with classroom teachers and provide extended time for targeted EL students.</p>	<p>Superintendent/Principal EL Resource Teacher Classroom Teachers ongoing</p>	<p>25% EL teacher</p>	<p>\$17,500</p>	<p>Title III \$1,341 General Fund</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> a. meeting the annual measurable achievement objectives described in Section 3122 b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B)) c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>District will use CELDT and CST's score to measure student progress.</p> <p>District will use data to determine if students are reaching AMAO's.</p>	<p>Principal EL Resource Teacher CELDT testing Fall 2013</p>	<p>CELT Test</p>	<p>No extra costs</p>	
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>District will inform parents of the availability of EL services for all eligible students (Note: due to the small size of our population the ELAC/DELAC committee is not required).</p> <p>District will pursue EL parent representation on the Board of Trustees and the School Site Council.</p> <p>District will notify parents of their student's progress.</p> <p>District will continue to hold the dis del niña festival.</p> <p>EL parents will be welcomed and encouraged to participate in the District's volunteer program.</p> <p>District will provide stipends for two bilingual staff members to promote daily communication at school.</p>	<p>Principal Teachers EL Resource Teacher Bilingual staff</p>		<p>\$1,000</p>	<p>General Fund</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency - Academic achievement in the core academic subjects <p>District will ensure that all teachers are CLAD certified.</p> <p>District will provide professional development for staff regarding ELD standards.</p> <p>Bilingual EL Resource Teacher will regularly collaborate with classroom teachers.</p>	<p>Superintendent/Principal EL Resource Teacher</p>		<p>\$500</p>	<p>General Fund</p>
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> <p>a. designed to improve the instruction and assessment of LEP children</p> <p>District will provide staff development opportunities for teachers to improve instruction for EL learners.</p> <p>EL Resource Teacher will attend CELDT training as required.</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students</p> <p>Common Planning time will be available for the EL Resource Teacher to collaborate with classroom teacher and to share data and provide inservice on instructional strategies. Teachers can set up on-on-one consultations as well.</p>	<p>Superintendent/Principal EL Resource Teacher</p> <p>Principal Teachers EL Resource</p>	<p>\$150 per teacher annually \$110 for substitute</p>		

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills</p> <p>District will keep informed of SCOE's Aiming High initiative, taking advantage of professional development opportunities, and materials, and effective strategies..</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <p>Teachers will use CELDT and CST's data to inform instruction. The ELD standards will be incorporated into the lesson planning.</p>	<p>Principal</p> <p>Principal EL Resource Teacher Teachers</p>	<p>professional development fees</p>	<p>No extra costs</p> <p>No extra costs</p>	
Allowable Activities				
<p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p>				
<p>7. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>Targeted students receive extra ELD instruction from the EL Resource Teacher</p>	<p>EL Resource Teacher 4 X per week 30 mins</p>		<p>No extra Costs</p>	
<p>8. How programs for English Learners are coordinated with other relevant programs and services</p> <p>EL Resource Teacher coordinates services for EL students</p>	<p>Principal EL Resource Teacher ongoing</p>		<p>No additional costs</p>	
<p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>The enrichment program of the visual and performing arts and field trips offered by the District will enhance the curriculum resulting in increased language development for EL students.</p>	<p>Principal Enrichment Teachers</p>		<p>\$45,000</p>	<p>Felta Education Foundation</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families - <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children 				
11. Efforts to improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>All students of the District will have access to educational technology, instructional materials, training, and communication.</p>	Principal Technology Coordinator		\$10,000	General Fund CCSS Implementation Funding
12. Other activities consistent with Title III or EIA/LEP funds				

Plans to Notify and Involve Parents of Limited - English - Proficient Students

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program	Principal EL Resource Teacher		No extra costs	
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement				
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction				
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child				
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation				
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools				

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child				
<p>h. information pertaining to parental rights that includes written guidance detailing</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available</p> <p>iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD</p> <p>Written notifications will be issued to each student identified for the EL program. Results from CELDT will be forwarded to each parent of an EL student in program Results from CST scores will be mailed to parents within 20 days of District's receipt from State. Parent Conferences will be held each year. The bilingual EL Resource teacher will meet with parents throughout the year.</p> <p>The SSD is part of the Sonoma County Consortium for EL students. If Consortium does not meet the goals for the AMAO, parents are notified in their home language.</p>	<p>EL Resource Teacher by Sept. 17, 2014</p> <p>Principal</p>		No extra costs	

Note:

Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

SSD Parent Notification Failure to Make Progress

If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

As a small district participating in the Rural Education Achievement Programs (REAP), we consolidate our Title II dollars with Title I program to support our intervention programs.

All West Side teachers meet the requirements for Highly Qualified, with 100% CLAD certified.

Strengths	Needs

**Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.**

School Goal 3: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All West Side teachers meet the definition of Highly Qualified. 100% of teachers are CLAD certified.	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Data to be collected to measure academic gains:

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:				
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low - income and minority students from other students:				
4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:				
6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):				
8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
9. How the SSD will provide training to enable teachers to: <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. 				
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:				

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the SSD's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the SSD's code of conduct or policy regarding student behavior expectations.

Activities

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors.

Strengths	Needs

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.
For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
<p>For schoolwide programs (SWP), describe how the SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none">• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.• Effective methods and instructional strategies based on scientifically - based research.• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.• Instruction by highly qualified teachers and strategies to attract and keep such teachers.• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.• Strategies to increase parental involvement.• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.• Timely and effective additional assistance to students who experience difficulty mastering state standards.	NA

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Please refer to pages 19-24 for English Language Arts Title I activities. Please refer to pages 25-30 for mathematics Title I activities.</p>

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Refer to pages 19-24 for Title I eligibility in ELA. Refer to pages 25-30 for eligibility for Title I support in mathematics.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The SSD does not presently serve any students who are known to be homeless.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>The SSD does not presently provide services to children in a local institution for neglected or delinquent children and youth or attending a community day program.</p>

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal

guidance indicates that in the case of direct - funded charter schools, the charter authorizer should play a role in providing this assistance.

Program Improvement (PI) - Seeking Technical Assistance	
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	NA

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	NA
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers	
Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The SSD has participated in the BTSA program whenever newer teachers have joined the staff. Due to the State funding crisis, this SSD had to cut the three annual professional development days, and between three and five student instructional days. With Federal and State supplemental funding cut so drastically, it has been challenging over the past six year to carry out an adequate program of professional development. We did institute an early student release/Common Planning Time each week, which provided some inservice opportunities. Staff took advantage of affordable professional development offered through the Sonoma County Office of Education. The SSD is coordinated with other small school districts in the area and has collaborated on some training opportunities.

Highly Qualified Teachers

Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

The SSD has participated in the BTSA program whenever newer teachers have joined the staff. Due to the State funding crisis, this SSD had to cut the three annual professional development days, and between three and five student instructional days. With Federal and State supplemental funding cut so drastically, it has been challenging over the past six year to carry out an adequate program of professional development. We did institute an early student release/Common Planning Time each week, which provided some inservice opportunities. Staff took advantage of affordable professional development offered through the Sonoma County Office of Education. The SSD is coordinated with other small school districts in the area and has collaborated on some training opportunities.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increasing Program Effectiveness

Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.

NA

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science - Based Programs

Appendix D: Research - based Activities

Appendix E: Promising or Favorable Programs

Appendix F: School and Student Performance Data Forms

Assurances

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
 - a. The SSD will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The SSD will comply with section 9501 (regarding participation by private school children and teachers).
- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The SSD will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.
39. The SSD will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The SSD is complying with Section 3302 prior to, and throughout, each school year.
41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The SSD has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The SSD ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community - based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The SSD has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the SSD, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i). truancy rates;
- (ii). the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii). the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv). the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The SSD assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Rhonda Bellmer

May 29, 2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: May 28, 2014

Attested:

<u>Rhonda Bellmer</u>	_____	_____
Typed name of Superintendent	Signature of Superintendent	Date

<u>Rhonda Bellmer</u>	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Local Educational Agency Plan West Side Union Elementary School

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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Appendix B

Links to Data Web sites

Below is a listing of Web site links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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**Appendix C
(School - Based Programs - A to L)**

Science - Based Programs							
<p>Science - based research has provided evidence of effectiveness for the following school - based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: http://www.californiahealthykids.org (California Healthy Kids Resource Center: Research - Validated Programs)</p> <p>B: http://www.colorado.edu/cspv/blueprints/model/overview.html (University of Colorado: Blueprints)</p> <p>C: http://modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: http://www2.edc.org/msc/model.asp (United States Department of Education: Expert Panel)</p> <p>E: http://www.gettingresults.org/ (Getting Results)</p>							
School - Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A,C,D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A,B,C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A,B,C, D,E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre - K	x		x	x	x	A,C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B,C
High/Scope Perry Preschool Project	Pre - K				x	x	B,C,E
I Can Problem Solve	Pre - K				x		A,B,D
Incredible Years	K to 3				x	x	B,C,
Keep A Clear Mind	4 to 6	x	x				A,C,
Leadership and Resiliency	9 to 12					x	C,

Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A,B,C, D,E
Lions - Quest Skills for Adolescence	6 to 8					x	D,C,E

Appendix C
(School - Based Programs - M to Z)

Minnesota Smoking Prevention Program	6 to 10		x				A,D,E
Olweus Bullying Prevention	K to 8				x		B,C,E
Positive Action	K to 12	x	x	x	x	x	C,D,
Project ACHIEVE	Pre - K to 8				x	x	A,C,E
Project ALERT	6 to 8	x	x	x			A,C,D, E
Project Northland	6 to 8	x		x			A,B,C, D,E
Project PATHE	9 to 12					x	B,E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A,C,D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A,B,C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B,E
Reconnecting Youth	9 to 12	x		x	x	x	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C,D,E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre - K to 8				x		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B,C,D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C,D,
Too Good for Drugs	K to 12	x	x	x	x		C

Appendix C
(Community and Family - Based Programs - A to Z)

Community and Family - based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home - Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent - Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse - Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

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Appendix D

Research - based Activities (4115 (a)(1)(C))

The LEA must designate and list the research - based activities (strategies and activities developed by the LEA to supplement the science - based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

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**Appendix E
(Promising or Favorable Programs - A to G)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: <http://www.californiahealthykids.org> (California Healthy Kids Resource Center)

B: <http://www.colorado.edu/cspv/blueprints/model/overview.html> (University of Colorado: Blueprints)

C:< http://modelprograms.samhsa.gov/model_prog.cfm (Center for Substance Abuse Prevention)

D: <http://www2.edc.org/msc/model.asp> (United States Department of Education: Expert Panel)

E: <http://www.gettingresults.org/> (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca - Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B

Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D

Appendix E
(Promising or Favorable Programs - H to P)

Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent - Child Assistance Program (P - CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B

Appendix E
(Promising or Favorable Programs - Q to Z)

Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio - Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco - Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

Appendix F

District & Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	121	126	123	98	98	102	0	0	0	0	0	0
Growth API	824	840	838	833	844	850						
Base API	821	827	837		833	842						
Target	A	A	A		A	A						
Growth	3	13	1		11	8						
Met Target	Yes	Yes	Yes		Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	18	21	21	10	9	12	28	27	24	16	20	19
Growth API	752	793	782			787	766	790	777	810	742	707
Base API	736	775	789	687			719	782	787	754	810	739
Target												
Growth												
Met Target												

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District & Student Performance Data

Table 2: Title III Accountability

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	54.6	56.0	57.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

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Table 3: English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	98	97	100	97	--	--		--	--	
Number At or Above Proficient	72	80	80	61	64	67	--	--		--	--	
Percent At or Above Proficient	60.0	63.5	65.6	62.9	65.3	66.3	--	--	--	--	--	--
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	97	100	96	95	100	95
Number At or Above Proficient	7	10	13	--	--	8	12	12	12	9	12	8
Percent At or Above Proficient	38.9	47.6	61.9	--	--	66.7	42.9	44.4	52.2	56.2	60.0	44.4
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

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Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	98	98	100	97	--	--		--	--	
Number At or Above Proficient	73	79	78	58	62	66	--	--		--	--	
Percent At or Above Proficient	60.3	62.7	63.9	59.2	63.3	65.3	--	--	--	--	--	--
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	97	100	100	95	100	100
Number At or Above Proficient	11	12	12	--	--	7	12	12	14	10	11	6
Percent At or Above Proficient	61.1	57.1	57.1	--	--	58.3	42.9	44.4	58.3	62.5	55.0	31.6
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

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District & Student Performance Data

Table 5: California English Language Development (CELDT) Data

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1					2	50			2	50	4
2	*****	***	*****	***	*****	***					*****
3	*****	***	*****	***							*****
4	*****	***			*****	***					*****
5	*****	***	*****	***	*****	***					*****
6	*****	***	*****	***			*****	***			*****
Total	5	29	4	24	5	29	1	6	2	12	17

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	25			3	75	4
1					2	50			2	50	4
2	*****	***	*****	***	*****	***					*****
3	*****	***	*****	***							*****
4	*****	***			*****	***					*****
5	*****	***	*****	***	*****	***					*****
6	*****	***	*****	***			*****	***			*****
Total	5	24	4	19	6	29	1	5	5	24	21