

West Side Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	West Side Elementary School
Street	1201 Felta Rd.
City, State, Zip	Healdsburg, CA 95448-9476
Phone Number	707.433.3923
Principal	Rhonda Bellmer
E-mail Address	rbellmer@westsideusd.org
Web Site	www.westsideusd.org
Grades Served	TK-6
CDS Code	49 71001 6052336

District Contact Information	
District Name	West Side Union School District
Phone Number	707.433.3923
Superintendent	Rhonda Bellmer
E-mail Address	rbellmer@westsideusd.org
Web Site	www.westsideusd.org

School Description and Mission Statement (Most Recent Year)

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, TK-6 elementary school currently serving 182 students with 24 full and part-time staff. Nestled in an agricultural valley 70 miles north of San Francisco in Sonoma County, California 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. The school maintains nine classrooms, offering one class per grade, and a Resource Specialist (RSP) classroom. For the 2014-15 school year, class size averaged 23 students. Instructional assistants are assigned to designated classrooms as part of our federally-funded Title I support services.

West Side School was founded over 50 years ago when five one-room schools merged. The District still maintains the original one-room schoolhouse--Felta Schoolhouse--built in 1906. 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. The academic curriculum is aligned with the Common Core State Standards. 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 tenth 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. West Side students are encouraged to contribute to their community through participation in the Healdsburg Food Pantry's annual food drive, Leukemia fund drive, Jump Ropes for Hearts, and the annual Russian River Clean-up Day.

West Side School has a long tradition of science education, including place-based education, environmentalism, and conservation. The school is beginning to incorporate Next Generation Science Standards (NGSS) into the curriculum. The School’s unique location—at the confluence of Felta and Mill Creek near the Russian River— has direct proximity to a salmon and coho-bearing stream supporting two exceptional educational opportunities for our students and community. For more than 20 years the third grade has implemented the Steelhead in the Classroom Program. Beginning in 2007, the UC Cooperative Extension and California Sea Grant Coho Monitoring Project and Coho Salmon Captive Broodstock Program established relations with West Side School. Our students participated in the release of 26,000 juvenile coho salmon into Mill Creek, and the Outmigrant Trapping Program and Pit Tag Attenuation Array are on our site. Connections to our rural heritage are fostered: In kindergarten chickens eggs are incubated and hatched and first graders are responsible for the school's chickens. We contribute to the local Farmers' Market through involvement in the annual Pumpkin Festival. The school District has demonstrated commitment to the preservation of our watershed and its wildlife and has a long track record of positive collaboration with organizations and government agencies. In 2013 the Sonoma County Board of Supervisors passed a resolution recognizing West Side’s role in the preservation of the coho salmon in the Russian River. West Side was selected for a Rainwater Catchment Project sponsored by the Sonoma Resource Conservation District.

With the charge of preparing students for a world and jobs that we can not even imagine, West Side has the infrastructure to launch students into the Twenty-first Century. Technology skills instruction is imbedded in, and across, the curriculum and also taught separately by the Technology Coordinator. Faculty are conscientious about the developmental appropriateness of technology and its effective use at each of the grade levels.

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 monthly. The Site Council is required to develop and approve the Single Plan for Student Achievement (Single School District Plan), and the Safe School Plan (Comprehensive School Safety Plan). Our Site Council serves as the Parent Advisory Committee for our Local Control Accountability Plan (LCAP).

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 group funds 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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	15
Grade 1	26
Grade 2	24
Grade 3	28
Grade 4	23
Grade 5	22
Grade 6	28
Total Enrollment	166

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	26.5
White	70.5
Two or More Races	2.4
Socioeconomically Disadvantaged	27.7
English Learners	15.1
Students with Disabilities	13.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	9	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 9/15

Due to the California State Budget crisis, textbook adoptions have been put on hold. The state Board of Education won't approve new textbooks for kindergarten through eighth grade until January 2016 at the earliest. Our District anxiously awaits the State's financial recovery and ability to put textbook adoptions back on track.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: Houghton Mifflin Reading: A Legacy of Literature; adopted 2003	Yes	0%
Mathematics	Grades K-6: Everyday Mathematics; adopted 2009	Yes	0%
Science	Grades K-5: Foss/Delta Science; adopted 2007 Grade 6: Delta Science; adopted 2007	Yes	0%
History-Social Science	K-5 grades: Houghton Mifflin Social Studies; 2006 6 grade: Glencoe/McGraw Hill: Discovering Our Past; adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our overall rating utilizing the FIT is 98.4. Smaller schools such as West Side have a smaller number of areas evaluated, with even minor repairs having a disproportionate affect on the overall percentage rating. The deficiencies noted in two older portables are not significant and impact a very small area of the campus. Everyone who comes to our beautiful, clean, safe, and well-maintained campus considers it exemplary.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/24/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% No apparent problems
Interior: Interior Surfaces	X			100% No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			97% Storage garage is cluttered and disorganized
Electrical: Electrical	X			100% No apparent problems
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			100% No apparent problems
Safety: Fire Safety, Hazardous Materials	X			100% No apparent problems

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/24/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			97% Felta Schoolhouse shingles (cosmetic-woodpecker damage)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100% No apparent problems

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/24/15				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	46	44
Mathematics	42	42	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	26	25	96.2	28	24	16	32
	4	23	23	100.0	26	39	22	13
	5	21	21	100.0	14	29	19	38
	6	28	28	100.0	14	39	32	14
Male	3		11	42.3	36	27	27	9
	4		14	60.9	29	43	21	7
	5		16	76.2	19	38	19	25
	6		16	57.1	19	50	25	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		14	53.8	21	21	7	50
	4		9	39.1	--	--	--	--
	5		5	23.8	--	--	--	--
	6		12	42.9	8	25	42	25
Hispanic or Latino	3		10	38.5	--	--	--	--
	4		6	26.1	--	--	--	--
	5		5	23.8	--	--	--	--
	6		3	10.7	--	--	--	--
White	3		13	50.0	23	8	23	46
	4		17	73.9	18	47	18	18
	5		16	76.2	13	31	25	31
	6		24	85.7	13	38	33	17
Two or More Races	3		1	3.8	--	--	--	--
	6		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		7	26.9	--	--	--	--
	4		7	30.4	--	--	--	--
	5		3	14.3	--	--	--	--
	6		2	7.1	--	--	--	--
English Learners	3		6	23.1	--	--	--	--
	4		4	17.4	--	--	--	--
	6		1	3.6	--	--	--	--
Students with Disabilities	3		8	30.8	--	--	--	--
	4		5	21.7	--	--	--	--
	5		6	28.6	--	--	--	--
	6		2	7.1	--	--	--	--
Students Receiving Migrant Education Services	3		1	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	26	25	96.2	40	12	36	12
	4	23	23	100.0	35	39	26	0
	5	21	21	100.0	19	33	24	24
	6	28	28	100.0	21	32	29	18
Male	3		11	42.3	45	18	36	0
	4		14	60.9	21	50	29	0
	5		16	76.2	25	31	19	25
	6		16	57.1	31	38	31	0
Female	3		14	53.8	36	7	36	21
	4		9	39.1	--	--	--	--
	5		5	23.8	--	--	--	--
	6		12	42.9	8	25	25	42
Hispanic or Latino	3		10	38.5	--	--	--	--
	4		6	26.1	--	--	--	--
	5		5	23.8	--	--	--	--
	6		3	10.7	--	--	--	--
White	3		13	50.0	23	8	62	8
	4		17	73.9	24	41	35	0
	5		16	76.2	25	31	19	25
	6		24	85.7	21	29	29	21
Two or More Races	3		1	3.8	--	--	--	--
	6		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	3		7	26.9	--	--	--	--
	4		7	30.4	--	--	--	--
	5		3	14.3	--	--	--	--
	6		2	7.1	--	--	--	--
English Learners	3		6	23.1	--	--	--	--
	4		4	17.4	--	--	--	--
	6		1	3.6	--	--	--	--
Students with Disabilities	3		8	30.8	--	--	--	--
	4		5	21.7	--	--	--	--
	5		6	28.6	--	--	--	--
	6		2	7.1	--	--	--	--
Students Receiving Migrant Education Services	3		1	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	68	81	83	68	81	83	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	83
Male	76
Female	--
Hispanic or Latino	--
White	78
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.40	29.40	23.50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parental involvement and participation is the cornerstone of West Side School's success in meeting the needs of our students and their families. We believe that communication is the foundation for active parental involvement. Within the first few weeks of school Felta Education Foundation hosts the annual Welcome Back Potluck Dinner night. This is a free event that welcomes new families to West Side, and allows returning families to renew their school friendships. A bi-weekly school newsletter and the website keeps families informed about school events and provides helpful information. Classroom teachers communicate frequently through letters to families and classroom websites. An orientation for parent volunteers is conducted in the fall. Parent/teacher conferences are a great time for teachers and parents to further develop the partnership that is so vital to each student's success. The fall Curriculum Night is a time for parents and guardians to attend each classroom teacher's orientation to grade-level curriculum. Parents/guardians are able to ask questions about the curriculum, textbooks, and classroom routines and activities. In the spring, Open House is a time for students and their families to see what is going on in all of the classrooms. Our families look forward to the annual art show, tours in the school garden, and the school band performance. Dia del Niño--Day of the Child-- is a school event that integrates our English Language Learner families into one of the children's favorite school celebrations.

Parent involvement and interest is high, as evidenced in the attendance at all student performances and school events, and at Curriculum Night and Open House. Countless volunteer hours enrich the educational program that we offer to our students. Beginning in the 2013-14 school year the School Site Council served as the District's Parent Advisory Committee for developing the Local Control Accountability Plan (LCAP). The Board of Trustees provided opportunities for our families and public to share ideas and contribute to the future goals and directions of the district. The LCAP is available on the district's website or in the main office.

Opportunities for Community Involvement

In addition to parent/guardian volunteers, West Side has a long tradition of volunteerism and contributions from the community and other organizations, such as the Healdsburg Rotary Readers Program, Healdsburg Kiwanis' Third Grade Dictionary Program, Farm to Pantry, Trout Unlimited's involvement in our Steelhead-in-the-Classroom Project, and the Reading Rocks program offered by the American Association of University Women. West Side maintains positive relations and affiliations with other organizations and agencies that enhance and enrich our programs: The California Department of Fish and Wildlife, AmeriCorps, UC Davis-Extension, Occidental Arts and Ecology Center, The School Garden Network, 4H, Healdsburg Center for the Arts, The Healdsburg Farmers' Market, Gina's Orchard Environmental Education Program at The Bishop's Ranch, the Healdsburg Jazz Festival, and the Healdsburg Area Science Fair.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.79	0.00	0.59	2.78	0.00	0.59	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School safety and emergency preparedness is a high priority. This District continually strives to improve in the planning and preparedness for all potential disasters. In addition to our regular fire and earthquake drills, we held a practice lock-down drill.

The District maintains an active School Safety Committee. Annually, the School Site Council and the Safety Committee review the Comprehensive School Safety Plan and Emergency Operations Plan making recommendations to the Board of Trustees by March 1. This year we continued with our focus on student safety in and around the parking area. A safety mirror was installed to further improve visibility. Upper grade traffic was also addressed. Trees were trimmed and supported throughout the campus. The School Site Council continued its campaign for increasing awareness about crosswalks and pedestrian safety. The District's anti-bullying policy was updated and students were instructed in the various forms bullying can take--verbal, social, and physical.

The School Safety Committee met throughout the year and set goals for improving West Side's overall safety. The entire school was equipped with food and blankets for a 72-hour shelter-in-place emergency. Safety/security curtains were installed throughout the campus. The Safety Committee will initiate more contact with local law enforcement and emergency responders in our area, requesting their feedback and input on our Comprehensive Safe School Plan.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		1		25		1		17	1		
1	24		1		24		1		26		1	
2	27		1		25		1		24		1	
3	24		1		20	1			28		1	
4	28		1		24		1		23		1	
5	26		1		29		1		22		1	
6	24		1		23		1		28		1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.05	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.60	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,030	\$1,679	\$6,350	52,180
District	N/A	N/A	\$6,350	52,180
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	18.7	-11.8

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

Types of Services Funded (Fiscal Year 2014-15)

Title I funding is used to support instructional assistants one through three hours per day in designated classrooms. A Resource Specialist serves our students with special needs. We contract for nursing, speech therapy, psychologist, and occupational therapist services. We have an English Language Development Resource Teacher/CELDT Coordinator for English Learners. REAP (Rural Education Achievement Program) grant funding, combined with community donations, supports a Literacy Intervention Program, and a Technology Coordinator and program. In addition, our parent group, Felta Education Foundation, raises approximately 3% of our budget, enriching our educational program by providing funding and support for music, band, art, gardening, technology, assemblies, field trips, outdoor education, and instructional supplies and equipment.

Please note below that the *Superintendent/Principal is one position: 20% Superintendent + 80% Principal

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,004	\$39,948
Mid-Range Teacher Salary	\$51,021	\$57,401
Highest Teacher Salary	\$72,831	\$73,183
Average Principal Salary (Elementary)	*\$76,800	\$94,578
Average Principal Salary (Middle)	NA	
Average Principal Salary (High)	NA	
Superintendent Salary	*\$19,200	\$112,657
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional Development is the foundation for excellence in educational programs. The West Side Union School District encourages and supports staff development, training, institutes, workshops, and in-services. Instructional Assistants and other classified staff are encouraged to attend relevant workshops and training throughout the year. Key staff receive first aid/CPR and emergency preparedness training. Teachers are provided an annual training stipend, and are required to complete professional development units to advance on the salary schedule. Weekly Common Planning Time provides staff with an opportunity to collaborate, develop as a team, and to address the goals in West Side's Single Plan for Student Achievement and LCAP.

At the beginning of each school year, and at each of the trimesters, staff designate faculty meetings for the purpose of reviewing student data and making a plan for students in need of additional support. The current emphasis is on ensuring that staff are getting up to speed on the Common Core Standards. District staff have attended numerous trainings on The Common Core Standard offered through the Sonoma County Office of Education. This year we have reinstated all three Professional Development days. Teachers were allocated 15 hours of professional development over the summer to develop their grade-level Common Core curriculum.