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West Side Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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	Kris Menlove
E-mail Address	kmenlove@westsideusd.org
Web Site	www.westsideusd.org
CDS Code	49 71001 6052336

District Contact Information	
District Name	West Side Union School District
Phone Number	707.433.3923
Superintendent	Kris Menlove
E-mail Address	kmenlove@westsideusd.org
Web Site	www.westsideusd.org

School Description and Mission Statement (School Year 2018-19)

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 26 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 2018-2019 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 60 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 for a unique relationship outside of the students' classroom. Our parent/community group--the Felta Education Foundation (FEF)--funds 3% of the total budget for enrichment programs. These funds support music, band, Spanish, gardening, art, poetry, field trips, environmental learning projects, classroom supplies, technology, and much, much more. 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 Age of Sail, and the Nature Bridge Program at Yosemite.

West Side's educational programs support the growth and development of the whole child academically, physically, and emotionally. The academic curriculum is aligned with California's 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 thirteenth 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. This year, West Side will complete a CA State Prop 39 funded project that adds solar capacity and updated energy efficient lighting. 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, Russian Riverkeepers' Watershed Kids, 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 25 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 Antenna 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. Students designed and installed a Native Habitat Grarden on the east side of the campus. 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 demonstration site sponsored by the Sonoma Resource Conservation District.

In addition the the ongoing support of local businesses, we are the grateful recipients of several important grants this year: STEM from Lowes, ieSonoma Innovation for Russian River Drought Ecology, California Releaf Today, and various DonorsChoose grants.

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 embedded 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 provides input for the Safe School Plan (Comprehensive School Safety Plan), the Parent Advisory Committee and ELAC (English Language Advisory Committee) and the Local Control Accountability Plan (LCAP).

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	37
Grade 1	25
Grade 2	26
Grade 3	22
Grade 4	26
Grade 5	24
Grade 6	22
Total Enrollment	182

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0.0
White	62.1
Socioeconomically Disadvantaged	35.2
English Learners	16.5
Students with Disabilities	12.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	**2017-18**	**2018-19**	**2018-19**
With Full Credential	9	9	9	9
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	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 9/2018

The District adopted the Eureka Math curriculum June 23, 2016. Language Arts curriculum was adopted June 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-6: Benchmark Advance; adopted June 2018	Yes	0%
Mathematics	Grades K-6: Eureka Math; adopted June 2016	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	No	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Our overall rating utilizing the FIT is 100%. Everyone who comes to our beautiful, clean, safe, and well-maintained campus considers it exemplary.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
  • Determination of repair status for systems listed
  • Description of any needed maintenance to ensure good repair
  • The year and month in which the data were collected
  • The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% No apparent problems
Interior: Interior Surfaces	Good	100% No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100% No apparent problems

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Electrical: Electrical	Good	100% No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% No apparent problems
Safety: Fire Safety, Hazardous Materials	Good	100% No apparent problems
Structural: Structural Damage, Roofs	Good	100% No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100% No apparent problems

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017	
Overall Rating	**Exemplary**

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	52.0	45.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	36.0	53.0	36.0	53.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	92	100.00	52.17
Male	42	42	100.00	38.10
Female	50	50	100.00	64.00
Hispanic or Latino	29	29	100.00	31.03
White	59	59	100.00	64.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	39.47
English Learners	19	19	100.00	26.32
Students with Disabilities	20	20	100.00	10.00
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	91	98.91	52.75
Male	42	42	100	47.62
Female	50	49	98	57.14
Hispanic or Latino	29	28	96.55	39.29
White	59	59	100	61.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	36.84
English Learners	19	19	100	31.58
Students with Disabilities	20	19	95	10.53
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	38.1	28.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 keep 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. The Harvest Festival is staffed by our parent volunteers and our families look forward to the Winter Program, 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 and ELAC (English Language Advisory Committee) for developing the Local Control Accountability Plan (LCAP). The Board of Trustees provides 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.

In addition to parent/guardian involvement, 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 (AAUW), and Read to A Dog Program of the Sonoma Human Society. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.6	0.5	0.0	0.6	0.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 hold a practice lock-down drill developmentally appropriate for elementary-aged children.

The District maintains an active School Safety Committee. Annually, the Safety Committee reviews 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 new safety mirror was installed to further improve visibility. Upper grade traffic was also addressed. Trees were trimmed throughout the campus. The School Site Council continued its campaign for increasing awareness about crosswalks and pedestrian safety. The District's Toolbox Program continues to be an important component of our discipline program. Each year, students are instructed in the various forms bullying can take--verbal, social, and physical, and what to do about it. The entire school was re-keyed to ensure only authorized access to all facilities. Playground safety was addressed with new substrate brought in to replenish the depth required under play equipment.

The School Safety Committee meets monthly throughout the year and sets annual goals for improving West Side's overall safety. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	12	3			13	3			12	3		
1	18	1			28		1		25		1	
2	27		1		17	1			26		1	
3	27		1		26		1		22		1	
4	25		1		26		1		26		1	
5	24		1		22		1		24		1	
6	20	1			20	1			22		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	0	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	.05	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist (non-teaching)	.4	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 2016-17)

| 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	$59,711
Percent Difference: School Site and District	N/A	N/A	0.0	-11.8
State	N/A	N/A	$7,125	$63,218
Percent Difference: School Site and State	N/A	N/A	-3.5	-17.1

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

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

Types of Services Funded (Fiscal Year 2017-18)

Title I funding is used to support instructional assistants one through three hours per day in designated classrooms. A Resource Specialist and psychologist serve our students with special needs. We contract for nursing, speech therapy, and occupational therapist services. We have an English Language Development Resource Teacher/ELAC Coordinator for English Learners. The District supports a Technology Coordinator and program through grant funding and the federal REAP 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, Spanish, 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,945	$44,375
Mid-Range Teacher Salary	$54,969	$65,926
Highest Teacher Salary	$76,247	$82,489
Average Principal Salary (Elementary)	$0	$106,997
Average Principal Salary (Middle)	$0	$109,478
Average Principal Salary (High)	$0	
Superintendent Salary	$122,000	$121,894
Percent of Budget for Teacher Salaries	30.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

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. Weekly Common Planning Time provides staff with an opportunity to collaborate, develop as a team, and to address the goals in the LCAP.

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction? Current focus is on the state standards, Positive Behavior Interventions and Supports, and school culture.

- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)? The District has three Professional Development days, trainings with the Sonoma County Office of Education (SCOE) and Special Education Local Plan Area (SELPA) and utilizes common planning time.

- How are teachers supported during implementation? Teachers are supported through common planning time discussions, student performance review and one to one coaching.