

Santa Paula Unified School District

School Plan for Student Achievement



Thelma B. Bedell Elementary School

56 76828 6055610

Contact Information:

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Revised June 2023

Fiscal Year 2023-2024

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For additional information on school programs and how you may become involved locally, please contact:

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The district's Governing Board approved this revision of the school plan on _____.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council

Leadership Team

Signature of Authorized
Representative

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

- 5) This SPSA 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 SPSA was adopted by the SSC at a public meeting on: May 17, 2023.

Attested:

Laxmi Chari

Laxmi Chari, Principal

5/17/23

Date

Carole Vera

SSC Chairperson

5/17/23

Date

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Laxmi Chari	X				
Jodie Green		X			
Mayra Regalado		X			
Teresa Villa		X			
Scott Turner			X		
Raelene Donnelley				X	
Carlos Herrejon				X	
Brandi Jackson				X	
Tommie Sanchez-Reyes				X	
Jackie Vera				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

Education Code Section 52176(a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Laxmi Chari	X				
Mabel Valenzuela		X			
Lizbeth Garcia			X		
Rafaela Resendiz				X	
Yudic Saldivar				X	
Isaura Soto				X	
Number of members in each category	1	1	1	4	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

☐ The ELAC has voted to give governance to the SSC on this date: _____.

☐ The name of the parent ELAC representative to SSC is: _____.

District information

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

District LCAP Goals

Santa Paula Unified School District

LCAP Summary 2022-2023



Vision Statement: Committed to Serving Every Student Every Day

Mission Statement: The Santa Paula Unified School District, in collaboration with educators, parents and the community, will prepare students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Goal 1: Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects

- a. Provide professional development for all staff
- 5a. Implement English Learner Saturday Academy
- b. Retain K-5 Reading Intervention Teachers
- 5b. Create a Districtwide EL Language Appraisal Team (LAT)
- c. Staff smaller class size to reduce combination classes in TK-5 grade
- 5c. Create and Communicate an EL Master Plan aligned to the EL Roadmap
- d. Increase computer/student ratio, purchase technology
- 5d. Hire an itinerant newcomer teacher
- e. Continue upgrades to technology infrastructure
- 5e. Improve Literacy/Writing Skills for EL Students in grades 4-8
- f. Retain increased Computer Technician staffing
- 5f. Add additional sections in secondary master schedules to support access to a broad based curriculum
- 5g. Work Collaboratively with EL parents to implement parent education courses
- j. Extend library/literacy center hours and increase access to materials
- l. Retain Data Services Specialist position
- m. **Support Expanded Transitional Kindergarten for all 4-year-olds**
- n. Retain preparatory period for Isbell Middle School
- o. Retain two Common Core Coordinators
- p. Retain TK and K Bilingual Instructional Assistants
- q. Provide additional site allocations to support educational outcomes

Goal 2: Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

- a. Provide parent involvement opportunities districtwide
- b. Retain Administrative Support at Secondary Schools
- d. Support Advanced Placement Program and exam fees Support
- e. Career Technical Education opportunities in grades 6-12
- f. Retain Athletic Trainer
- g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
- h. Retain and expand Band/Chorus instruction/transportation and materials K-12
- i. Support youth leadership activities at IMS, RHS, and SPHS
- j. Support AVID program at districtwide
- k. Provide a districtwide mentoring program
- l. Fund Transportation services for District approved athletic events
- m. Retain SPHS Athletic Director position
- n. Continue to implement "Summer Matters" program
- o. Implement GATE program
- q. Maintain office assistant support at all sites
- r. Fund additional elective classes at IMS and SPHS
- s. Provide after-school and summer enrichment opportunities
- t. Increase communication and marketing of district programs
- u. Provide childcare and interpreters at school events

Goal 3: Increase graduation rates and reduce suspensions and expulsions

- a. Provide opportunities for credit recovery for students in grades 9-12
- b. Continue Restorative Justice practices; expand to elementary sites
- c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
- f. Retain additional counseling positions
- g. Increase A-G completion rate for all students; retain services at Isbell MS
- h. Retain school psychologist at full-time
- i. Fund daycare program and related services for teen parents
- K. Retain District Safety Coordinator; maintain district safety staff at sites

Goal 4: Create a welcoming and efficient school climate for students, parents, and staff

- a. Implement safety measures across school sites
- b. Support and retain additional custodial support
- c. Transfer 0.5% of expenditures to Deferred Maintenance
- e. Retain Health Services Specialists positions

School Information

School Profile

Thelma B. Bedell Elementary School is located in the city of Santa Paula and serves students in transitional kindergarten through grade five and is one of six elementary schools in the district. In the 2022-23 school year, 268 students were enrolled, including 25% qualifying for English Language Learner support, 21.6% with disabilities, 64.6% qualifying for free or reduced price lunch, and 6.3% homeless youth.

Textbooks

Thelma B. Bedell uses state/district adopted curriculum in all areas of instruction which are aligned to State Content Standards. The District/School has adopted curriculum that is in alignment with Common Core State Standards. These strategies include the following:

- **Language Arts:** Wonders ELA is used daily during the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. Targeted students receive intervention instruction from classroom teachers in small groups during Universal Access. Students with greater needs receive instruction through a pull-out program with Reading Intervention Specialists. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- **English Language Development:** Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Thelma B. Bedell utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction during Designated English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- **Mathematics:** Thelma B. Bedell uses Math Expressions by Houghton Mifflin Harcourt daily in every classroom during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers in before or after school intervention programs. Intervention groups receive instruction from a variety of supplemental materials.
- **History/Social Studies:** For the 2023-24 school year, Thelma B. Bedell will use the Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.
- **Science:** Thelma B. Bedell uses the Delta FOSS Science Program, the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.

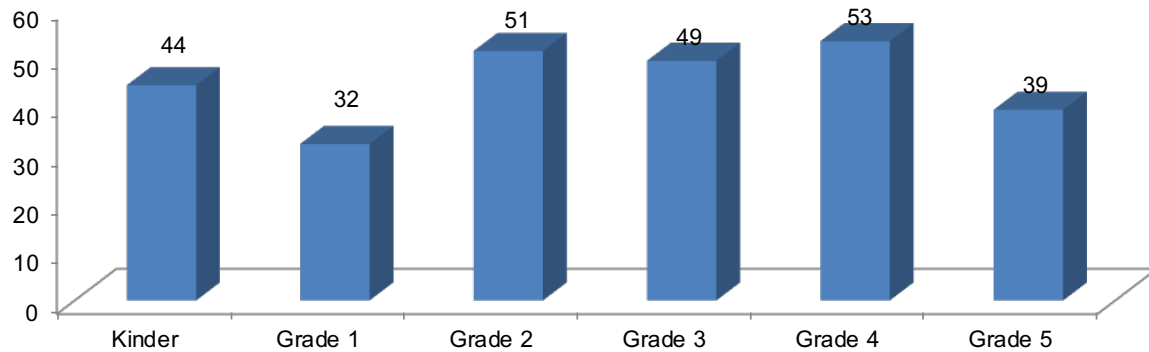
Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt a new Science Curriculum for grades K-5. The District is currently using FOSS for Science. For the 2021-22 and 2022-23 school years, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. The Science pilot took place during the 2022-23 school year and the district will determine what materials it will purchase as the new science curriculum adoption.

School Mission

Every student at Bedell can achieve academic success and become life-long learners and productive citizens. To ensure this goal, every child will be provided with quality instructional experiences which recognize, support and maintain high expectations.

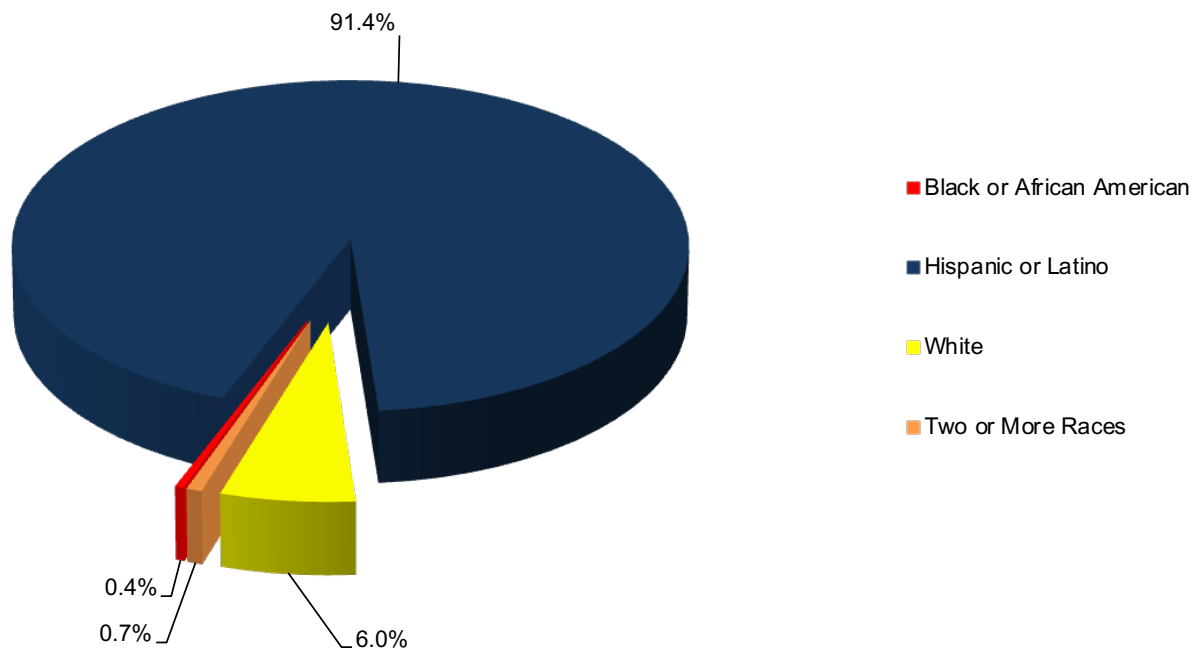
Student Enrollment by Grade

Source: Data Quest 2022-23

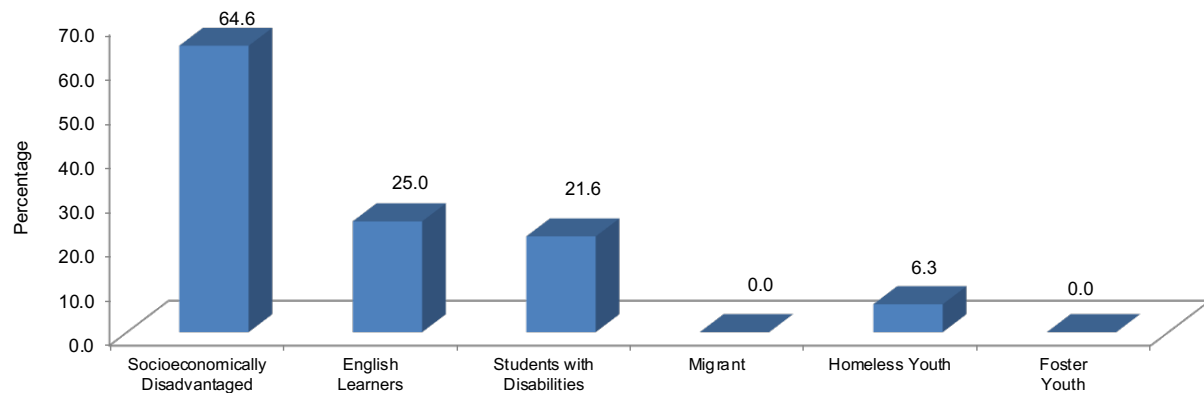


Student Enrollment by Ethnicity

Source: Data Quest 2022-23



Student Enrollment by Subgroup

Data Source: Data Quest 2022-23

Comprehensive Needs Assessment

Thelma B. Bedell Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Parent Survey
- ✓ California Healthy Kids Survey
- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - District Assessments (io Assessment Reports)
 - Staff, Student & Parent Surveys
 - Teacher Feedback
 - STAR Early Literacy, STAR Reading & STAR Math Assessments

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

Thelma B. Bedell Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2023-24 school year, Thelma B. Bedell Elementary School plans to provide the following programs for its students (and parents as applicable):

Thelma B. Bedell Elementary School supplements district-sponsored programs with site-based curriculum aimed at developing positive behaviors through character education, substance abuse prevention education, and healthy life styles education. These programs include:

- **CHAMPS (PBIS)** – CHAMPS is a classwide positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reduce misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.
- **Anti-Bullying Programs**
- **Character Education Programs**
- **Project 2-Inspire** - research-based collaborative project that helps schools establish a Family-School-Community leadership program that involves all stakeholders – families, community-based organizations, teachers, administrators and other school staff (a collaboration project between the district office and the school site)

Nutrition Programs & Fitness Programs

The Santa Paula Unified School District Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, wellbeing and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

The district offers a variety of free and reduce-meal programs through the [National School Lunch Program](#) (NSLP), [Especially Needy Breakfast Program](#) (SNBP), [School Breakfast Program](#) (SBP), Meal Supplement Program (Snacks), [Child Care Program](#) (CCAFP), and the [Seamless Summer Feeding Option Program \(SSFOP\)](#). Thelma Bedell Elementary School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

- **National School Lunch Program** – a federally assisted meal program which provides nutritionally balanced, low-cost or free lunches to children each school day.
- **School Breakfast Program** – a federally funded program which provides nutritious breakfasts to children.
- **At-Risk After-School Meals Program** – students participating in after school programs receive nutritious snacks and dinner meal as a regular part of their afterschool activities. Meals are provided in accordance with the Childcare Food Program guidelines and reimbursement rates.
- **Physical Education** – Classroom teachers and the PE Specialist provide physical education instruction for our students for a minimum of 200 minutes every ten days as mandated. The SPARKS physical education curriculum is currently being followed.
- **Fresh Fruit & Vegetable Program** – Fresh fruits and/or vegetables are available to students every Thursday afternoon.

Extended Learning Programs

Thelma B. Bedell Elementary offers the following extended learning programs:

- **Afterschool intervention programs**
- **Reading Resource Teacher (One Full-Time and One Part-Time)** - provides additional learning opportunities for at-risk students
- **Kindergarten Instructional Assistants** - provides one-to-one and small group instruction to support students in their efforts to attain academic proficiency in all areas (August – November)
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – program is held daily from 2:45 to 6:00 p.m. which includes activities such as reading, computers, creative writing, math, homework tutorial help, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation.
- **Tier II Support** – held throughout the day
- **After School Clubs** – Art, Literacy and Ambassadors

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Thelma B. Bedell Elementary School	56768286055610	May 17, 2023	

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The Thelma Bedell Schoolwide Title I Program supports increasing student achievement in all curricular areas for all Bedell students, including students of low socio-economic status, English Learners, culturally diverse students, homeless and foster youth, and students with disabilities. Increasing student engagement, strengthening parent involvement and developing a positive and safe school culture are priorities addressed in this plan.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Thelma Bedell's plan meets ESSA requirements of aligning with Santa Paula Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. This plan strengthens school safety by addressing both the physical safety needs and the social-emotional needs of students, staff, and families. Thelma Bedell's School Plan for Student Achievement also includes a strong focus on collaboration and enhancing communication within the school and the larger Bedell Elementary community, while systematically targeting improvement to our school culture and climate. Through this plan, Bedell Elementary demonstrates its commitment to integrity and continual growth as well as prioritizing our values of relationships, routines, responsibility, and respect.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Bedell Staff Meeting	May 15, 2023
Bedell Leadership Meeting	May 15, 2023
Bedell ELAC	May 4, 2023
Bedell SSC	May 4 and May 17, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

At Thelma Bedell, our students have been impacted dramatically by COVID. The students who participated in CAASPP testing this past year experienced many inequities such as limited access to high quality intervention, access to internet, and access to a comprehensive ELD program which consists of Integrated ELD and Designated ELD. Even though we have returned to in person learning many of our students are not attending consistently. Currently we have a Chronic Absenteeism rate of 25.93%. Additionally, we continue to have critical vacant positions as well as staff absenteeism. Our school has 65% of students who fall under socioeconomically disadvantaged category and we have 33% English learners. Currently, our students with disabilities are scoring very low and our English learners, Hispanic, and Socioeconomically disadvantaged students are scoring low in ELA and Math. Our goal is to mitigate their academic needs as well as their social emotional needs to ensure that all our students make academic gains.

Goals, Strategies, Expenditures & Annual Review

Goal 1:

Increase academic achievement at all grade levels for all students in ELA and Math and Implement the California State Standards in all core subjects.

Identified Need:

Increase academic achievement in English Language Arts and Math Assessments. We will use the following assessments to gauge academic growth throughout the 2022-2023 school year. These assessments were given at the beginning of the 2022-2023 school year and will be administered throughout the year to measure progress towards CA State Grade Level Standards.

Annual Measurable Outcomes:

Metric/Indicator	Baseline(Spr.'22)/ Actual Outcome (Spr.'23)	Expected Outcome
Literably Assessment	1 st - 30%/35% (at/above gr. level) 2 nd - 47%/50% (at/above gr. level) 3 rd - 63%/53% (at/above gr. level) 4 th - 55%/62% (at/above gr. level) 5 th - 54%/63% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.
CAASPP ELA (All students)	Baseline-30% (at/above gr. level) 3 rd - 24% (at/above gr. level) 4 th - 34% (at/above gr. level) 5 th - 33% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.
CAASPP Math (All students)	Baseline-20% (at/above gr. level) 3 rd - 27% (at/above gr. level) 4 th - 22% (at/above gr. level) 5 th - 12% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.
CAASPP ELA (SWD)	3 rd - 20% (at/above gr. level) 4 th - * (at/above gr. level) 5 th - 8% (at/above gr. level) *10 or fewer students tested.	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.
CAASPP Math (SWD)	3 rd - 13% (at/above gr. level) 4 th - * (at/above gr. level) 5 th - 0% (at/above gr. level) *10 or fewer students tested.	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.

**Thelma B. Bedell Elementary School School Plan for Student Achievement
Fiscal Year 2023-2024**

Metric/Indicator	Baseline(Spr.'22)/ <i>Actual Outcome</i> (Spr.'23)	Expected Outcome																																			
CAASPP ELA (EL)	3 rd - 9% (at/above gr. level) 4 th - * (at/above gr. level) 5 th - 0% (at/above gr. level) *10 or fewer students tested.	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.																																			
CAASPP Math (EL)	3 rd - 9% (at/above gr. level) 4 th - * (at/above gr. level) 5 th - 0% (at/above gr. level) *10 or fewer students tested.	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.																																			
ELPAC	<div>Baseline (Spring '22)</div> <table><tr><th>Grade</th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr><tr><td>K</td><td>1</td><td>2</td><td>8</td><td>3</td></tr><tr><td>Gr. 1</td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>Gr. 2</td><td>2</td><td>5</td><td>10</td><td>0</td></tr><tr><td>Gr. 3</td><td>0</td><td>3</td><td>8</td><td>0</td></tr><tr><td>Gr. 4</td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>Gr. 5</td><td>1</td><td>5</td><td>4</td><td>9</td></tr></table>	Grade	Level 1	Level 2	Level 3	Level 4	K	1	2	8	3	Gr. 1	*	*	*	*	Gr. 2	2	5	10	0	Gr. 3	0	3	8	0	Gr. 4	*	*	*	*	Gr. 5	1	5	4	9	<div>The expected outcome is a minimum of 1 level increase in students' overall ELPAC levels.</div> <div>*10 or fewer students tested.</div>
Grade	Level 1	Level 2	Level 3	Level 4																																	
K	1	2	8	3																																	
Gr. 1	*	*	*	*																																	
Gr. 2	2	5	10	0																																	
Gr. 3	0	3	8	0																																	
Gr. 4	*	*	*	*																																	
Gr. 5	1	5	4	9																																	
STAR Early Literacy (K-1)	K - 55% (at/above gr. level) 1st - 68% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.																																			
STAR Reading (2-5)	2 nd - 51% (at/above gr. level) 3 rd - 43% (at/above gr. level) 4 th - 61% (at/above gr. level) 5 th - 53% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.																																			
STAR Math (2-5)	2 nd - 51% (at/above gr. level) 3 rd - 42% (at/above gr. level) 4 th - 60% (at/above gr. level) 5 th - 82% (at/above gr. level)	The expected outcome is a minimum of 10% increase in students At/Above Grade Level and At Grade Level.																																			

**Actual Outcome* - STAR data was not administered consistently during the 2022-2023 school year as it was not a district requirement.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students identified as having academic needs in the areas of ELA and Math.

Strategy/Activity

Provide release time for classroom teachers for professional development, cross-grade collaboration and to analyze student data provided during grade level team meetings, student intervention meetings (SCIP/SST) to create an intervention plan for at-risk students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,000 Substitute Salaries	Title I (Obj. 1102, Func. 1000)
\$2,072 Fringes (Covers all Salary entries)	Title I (Obj. 3000, Func. 1000)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students that are scoring below grade level based on state and district approved assessments in the areas of ELA and Math.

Strategy/Activity

Provide extra duty hours for teachers to attend professional development and analyze data, to support differentiated classroom instruction. This will support small group instruction during Universal Access time. This professional development and data analysis will reduce the achievement gap for students performing below grade level on state and district approved assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 Teacher Extra Duty/PD	Title I (Obj. 1103, Func. 1000)
\$1,151 Fringes	Title I (Obj. 3000, Func. 1000)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students - This helps enhance learning and tap into prior knowledge, which is beneficial to all students but especially helpful for English Language Learners, students from socio-economically disadvantaged households, and special education.

Strategy/Activity

Professional Development in RtI and Differentiation/Universal Access to support small group instruction. This professional development in ELD, RtI and Differentiation will reduce the achievement gap for English Learners performing below grade level on state and district approved assessments. Providing release time for RSP and SDC teachers to analyze student data and time to collaborate with general education teachers, and service providers will provide the space to create an intervention plan to meet academic and behavioral/social-emotional needs of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Teacher Extra Duty/PD (See Goal 1 Act. 2)	Title I (Obj. 1103, Func. 1000)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Purchase additional literacy books to support learning and support reading and increase literacy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 Literacy books	LCAP 1Q
\$3,000 Supplemental Literacy Books	Title I (Obj. 4300, Func. 1000)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will have access to online educational programs to access and support content. This will support all students (Tier 1) based on the results of the state and district approved assessments to help close the learning gap.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$11,000 Online educational programs	Title 1 (Obj. 5800, Func.1000)

Annual Review:

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of instruction and assessments were provided in person during the 2022-2023 school year making the data reliable. Although students and staff were on campus to provide many of the previously identified strategies and activities, our ELA and Math achievement continue to be negatively impacted by school closure and Distance Learning. Grade levels made 3%-9% gains in Literably but did not meet expected outcomes (10% at or above grade level). Although K-2 teachers received professional development in literacy, being away from the classroom for multiple days may have negatively impacted instruction. Reading teachers have also been pulled away from instruction due to substitute teaching which may also have negatively impacted instruction. Student behaviors and student interruptions have also increased post-Covid. The 2021-2022 CAASPP data will be used as baseline and will be compared with the 2022-2023 data. Data meetings and SST were launched at Bedell to examine data and create intervention plans. Six percent of our English Learners were reclassified as English Proficient in 2022. The district-wide K-2 Literacy Initiative and 3-5 CGI Math PD along with job embedded coaching has increased the school-wide rigor of instruction and fidelity of implementation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Staff and student absences due to the COVID-19 pandemic had a negative impact on instruction and learning. Students who were quarantined were unable to access live instruction and interventions which in turn appears to have created gaps in learning and lowered achievement. Although our goal was to hire an Instructional Assistant to support literacy in the primary grades, HR was unable to find a personnel to work the limited hours. Consequently, the monies were moved to the following areas of need - substitutes for teacher release time to analyze data, extra duty for teacher collaboration, supplemental literacy books and technology for students to access online literacy and math programs. Although the entire staff received Daily 5 PD during the 2021-2022 school year, it was not implemented consistently and with fidelity this year. Professional Development on differentiation, small group instruction and RtI (Tier 1) in ELA and Math continue to be areas of need.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All students including SWD, English Learners and disadvantaged students need opportunities to engage with quality literature at their independent reading levels. It is important to provide instructional, cultural and social-emotional support for English Learners to help them become English proficient in an inclusive and positive environment. We purchased classroom libraries for each grade level this school year, and plan to purchase STEM Picture Books for each grade level (Goal 1, Act. 4) to launch our STREAM Academy. Science will be integrated across subject areas with the support of our Science TOSA and Ag. Science Teacher. Students will have access to online educational programs in ELA and Math to access and support content. This will support all students (Tier 1) based on the results of the state and district approved assessments to help close the learning gap (Goal 1, Act. 5). Release time for teachers to conduct data analysis/SST will continue next school year (Goal 1, Act 1). Student Intervention Meetings (SCIP/SST) will continue to meet to identify students who are struggling and suggest interventions to counteract the regression due to lack of in-person instruction during the 2020-2021 school year or to make a referral for assessment for special education services.

Goal 2:

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities.

Identified Need:

The staff at Bedell realize the importance of parent involvement in their student's success. Therefore, the following 6 activities have been developed to improve communication and family participation in supporting student learning, participating in school functions and volunteer opportunities and taking a more active role in their student's success.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome 2021-2022	Expected Outcome
PTO Friends of Bedell Meetings	Average of 8 participants	Increase to 10-15 participants
Coffee with the Principal	Average of 6 participants	Increase to 10-15 participants
Bedell Best/Awards Assembly	Average of 20 participants	Increase to 30 participants
SSC Meetings	Average of 6 participants	Increase to 10 participants
ELAC Meetings	Average of 4 participants	Increase to 6 participants

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Parents/Families of all students.

Strategy/Activity

A parent needs survey will be given to families to determine topics of interest for parent education. Parent education opportunities will be provided to address the topics of highest interest, examples: student behavior, academic expectations, online/social media safety and student support. Family volunteers for after school enrichment opportunities/clubs. The Monthly Newsletter will be continued.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1209 – Support Materials for Parent meetings/workshops	Title I – (Obj. 4300, Func. 2495)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Recess enrichment opportunities, supervision - PE equipment sign-in/sign out during recess.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 for additional play equipment, outdoor games, outdoor art activities, etc.	Unrestricted - (Obj. 4300, Func. 1000)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Increase participation in parent/family involvement, group meetings and activities - make involvement feel more personal, 2 week notice for meetings, volunteering opportunities, room moms/room dads, family volunteers for after school enrichment opportunities/clubs. increased communication by classroom teacher - classroom activities and classroom needs (stationary, water).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 – Parent Involvement see Goal 2 Act. 1 (repeated expenditure)	Title I - (Obj. 4300, Func. 2495)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Promote use of social media sites, create and post Informational banners, provide flyers for parent/family activities, offer content specific workshops.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 – Printing Expenses	Unrestricted (Obj. 4300, Func. 2700)
Teacher Extra Duty/PD (See Goal 1 Act. 2)	Title I (Obj. 1103, Func. 1000)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students are honored monthly by receiving a Bedell Best/Awards Assembly 2 times a year recognizing their strengths in academics, social interaction or improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 - Student Award (repeated expenditure)	

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

STREAM Academy will be launched in the 2023-2024 school year with a beginning of year school-wide activity. The goal is to provide enrichment activities for students. Volunteering opportunities will be provided for parents and the community. Parents and the community will be invited for a STREAM Fair.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 School Garden, ongoing PD, Science TOSA	District
\$10,000 STREAM Fair	LCAP 1Q

Annual Review:

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent/guardian participation in in-person events such as Turkey Trot, Holiday Concert, Movie Night and Bedell Best Awards was at an all time high. More than 250 parents/guardians attended the Turkey Trot, and over 150 parents attended the Holiday Concert and Bedell Best Awards. Parents were given the option of attending PTO, SSC, ELAC, Coffee with the Principal in-person or via an online platform.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although opportunities were provided to parents to attend in-person or via an online platform, parental engagement and participation in ELAC and Coffee with the Principal continued to be limited. Parents have expressed interest in increased school-community communication, and volunteering opportunities to stay connected with school. The 2021-2022 data was used as a baseline for parent involvement and family engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Opportunities for parental involvement on site has been expanded following the covid pandemic. Next year we will continue focusing on increasing and strengthening positive family/school interaction and participation. A parents needs survey was sent to families via Parent Square to determine topics of interest for parent educational workshops and after-school enrichment opportunities but the response was minimal (Goal 2 Strategy 1). Parents gave more feedback at face-to-face Coffee with the Principal and PTO meetings. The Monthly Parent Newsletter that was started in March of 2022, and will be continued during the '23-'24 school year (Goal 2 Strategy 1). Teachers will continue to communicate with parents via face-to-face interactions, weekly/monthly newsletters and Parent Square (Goal 2 Strategy 1). Student recognition through in-person Bedell Best awards Awards Assembly will be continued (Goal 2 Strategy 5). Parent Educational Workshops will be offered and parents will be given 2-week notice for meetings, volunteering opportunities and reinstatement of room moms/dad to increase participation and parental involvement (Goal 2, Strategy 3). Social media posting was implemented during the 2022-2023 school year and will continue during the 2023-2024 school year (Goal 2, Strategy 4). Bedell will continue using social media (twitter and Instagram account with a QR code) to disseminate information.

Goal 3:

Increase graduation rates and reduce suspensions and expulsions.

Identified Need:

The staff at Bedell Elementary realize that acquiring the skills necessary to become successful students starts early. Therefore, emphasis is placed on organizational skills and promoting good learning habits to prepare our students for Middle and High School and College.

Continuation of Positive Behavior and Intervention Supports (PBIS) will help support a safe and equitable learning environment and thereby reduce negative, inappropriate or unsafe incidents of behaviors at Bedell. School connectedness and engagement are critical for student success. Providing ongoing social/emotional/behavioral support for students is a key component of a positive school culture.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - use of organizational materials and strategies in all 3 rd – 5 th grade classes	4 th and 5 th grade class regularly use organizational strategies in the classrooms	4 th and 5 th grade classrooms will continue with fidelity and 3 rd grade will begin to incorporate strategies in the classroom
PBIS Campus Common Area Survey	Baseline Data will be collected at the beginning of the school year by classified and certificated staff.	Increased positive behaviors and reduction in infractions.
Thelma Bedell Office Referrals	There were 54 office referrals during the '22-'23 school year.	Reduction in behavioral referrals and suspensions.
College & Career Readiness	Ambassadors take a skills identification assessment as a baseline/interview on college & career day.	Students will become more knowledgeable about different careers during the school year and by identifying the career they would like to pursue as an adult.
CTE Exploration Stations	Baseline Data will be collected at the beginning of the school year by the school counselor.	The goal is for students to participate in experiences that align with college & career pathways, and take information back home.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, targeting students in grades 3-5.

Strategy/Activity

Teachers will receive training to support teaching AVID organizational skills to students in the classroom. Research indicates that AVID helps cut down behavioral referrals. AVID builds authentic relationships, holds high expectations, empowers student voices, and promotes self-advocacy and respect.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 - Teacher Training – during PD time/summer	

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Teacher Support Collaborative Group to support positive classroom culture, structures/routines, limit office referrals and support new teachers. Teachers will produce a product to support classroom instruction (i.e. lesson plan, routine, student work demonstrating a strategy etc) to increase the percentage of students at or above grade level on district approved assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Teacher Extra Duty/PD (See Goal 1 Act. 2)	Title I (Obj. 1103, Func. 1000)
Fringes (See Goal 1 Act. 1)	Title I (Obj. 3000, Func. 1000)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Bedell Buck positive reward/incentive program to promote positive behavior in the classroom and on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 – Materials for Support Materials	LCAP (Object 4300, Func. 3110)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Promotion of college and career through school wide use of banners, college posters and teachers wearing university t-shirts. Invite former Bedell students to speak to 6th graders at the end of the year. Ambassador Club promotes college and career awareness and identifies prerequisite skills for careers. College & Career Fair and visit to Universities/colleges helps students become more knowledgeable about varied career pathways.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Promotional Materials (see Goal 3, Act. 3)	LCAP (Object 4300, Func. 3110)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Staff Support Collaborative Group to support school-wide PBIS, structures and routines. Certificated and classified staff will produce a product to support school-wide implementation of PBIS (i.e. Guidelines for Success, CHAMPS, classroom routines/expectations etc.) to increase positive behaviors across school settings and reduce behavior referrals, suspensions and expulsions. Establishment of a PBIS committee to plan and implement school-wide expectations and consistency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Promotional Materials (see Goal 3, Act. 3)	LCAP (Object 4300, Funct. 3110)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

College and career readiness is promoted at Bedell through weekly Ambassador Club Meetings, College and Career Day and visits to colleges and universities. The goal is for students to become more knowledgeable about different careers during the school year and to identify the career they would like to pursue as an adult. Next year, students will have access to CTE exploration stations to learn more about college and career pathways. Baseline Data will be collected at the beginning of the school year by the school counselor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Promotional Materials (see Goal 3, Act. 3)	LCAP (Object 4300, Funct. 3110)

Annual Review:

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Intermediate students at Bedell used AVID organizational strategies to promote a positive and structured classroom. The Ambassador club students participated in the Superintendent's Student Advisory Committee with the support of the school counselor. Bedell t-shirts were purchased and distributed to every student and staff to denote solidarity and school spirit. Bedell certificated and classified staff connected with students and built relationships. The school counselor provided weekly SEL lessons and individual counseling to help students self regulate and manage social conflict in positive ways. Bedell Best Awards and Bedell bucks promoted PBIS and supported student efficacy and engagement on the school campus. Students were recognized for academics and good citizenship at the Bedell Best Awards Ceremony.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intermediate grades including 2nd grade implemented AVID organizational strategies. Promotion of college and career was extended to include on-campus tours. Data on the PBIS Common Area Observations was collected by certificated staff and shared with the entire Bedell Staff. The data gathered was used to create school-wide behavioral rules/expectations with a goal of promoting a positive school climate and reduction in infractions. Students participated actively in College and Career Day by asking professionals questions to add to their schema and to identify a career they would like to pursue as an adult.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We propose launching CTE Career Explorations Stations with a goal for students to participate in experiences that align with college & career pathways to make them college and career ready (Goal 3 Strategy 6). Students will engage with 2 Oculistics, and Maker Space Projects aligned with Bedell's STREAM focus (Engineer-Robotics, Ag Science, Picture Books). Our school-wide PBIS work will continue during the 2023-2024 school year to promote a positive school climate and increase physical safety of students and adults on campus (Goal 3 Strategy 5). Both certificated and classified staff will be invited to school-wide PBIS PD throughout the year. The PBIS common area survey will continue to be completed by certificated and classified staff, and the data gathered will be used to create school-wide behavioral rules/expectations.

Goal 4:

Create a welcoming and efficient school climate for students, parents, and staff.

Identified Need:

Bedell has identified the importance of creating an environment where students feel safe and cared for by all school staff. It is imperative that we create a positive, accepting and inclusive school environment where all individuals: students, staff and families, feel safe and welcomed. A positive school culture will support increased attendance, academic achievement and decreased negative interactions.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Parent Needs Survey - safety plan needs survey	Baseline SEL/Safety/Intervention Support	Implement intervention supports
2022-2023 Student Needs Survey - California Healthy Kids Survey	Baseline Positive School Culture/Safety	Implement PBIS/AVID
2022-2023 Staff Needs Survey - safe needs survey results	Baseline SEL/Culture/Climate	PD/Training/Collaboration Release Time-Support
Bedell Best Recess	Attitude, Attendance, Academics	80% of Bedell students will participate in Bedell Best Recess each month.
Bedell Wellness Center	Baseline data will be collected by the school counselor.	This area will be utilized to provide a calm, positive, uplifting and peaceful environment for staff, parents and students. It will include a Calm Station, a Rejuvenating Station for relaxing, reading and interacting, an Activity Station for games, coloring, creating, drawing and other fun activities.

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students – in and out of the classroom.

Strategy/Activity

Bedell Best Awards Ceremony will take place 2 times a year for students who are improving their academic and/or social-emotional success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Awards Supplies (Goal 2, Strategy 5)	LCAP (Obj. 4300, Func. 3110)?

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will earn rewards, Bedell Bucks, to encourage success in the classroom and on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 - Copy Bedell Bucks -	Site Funds

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Leadership Committee meetings - include training of staff on PBIS for all common areas of campus (yard, hallways, bathrooms, office, cafeteria and library), Behavior Fair at the beginning of the school year, and on a needs basis. The school counselor will support this committee.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 Training - Counselor Training,	LCAP (Obj. 5200 Func. 3110)
\$0 Certificated/classified staff to be trained in PBIS - Site PD	

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students who meet the criteria for Attendance, Academics and Attitude will participate in the Bedell Best Recess every Friday.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 School Personnel to supervise Bedell Best Recess	

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, teachers, staff and parents.

Strategy/Activity

The Wellness Center will be utilized to provide a calm, positive, uplifting and peaceful environment for staff, parents and students. It will include a Calming Station, a Rejuvenating Station for relaxing, reading and interacting, an Activity Station for games, coloring, creating, drawing and other fun activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 - furniture, rugs, room dividers	LCAP 1Q

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

PBIS PD/training materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 – PBIS Materials	LCAP (Object 4300, Func. 2700)

Annual Review:

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Bedell Best Awards were well-attended by students and families. Students and families looked forward to being recognized for academics and good citizenship promoting students' self-esteem and a positive school environment. Leadership meetings were held monthly to address building concerns and meet campus needs. Student Ambassadors demonstrated their soft skills (hospitality/manners) at the Townhall grade-level configuration meeting when they confidently greeted and escorted parents to the meeting locations. Interpreters were provided virtually and in-person for Parent-Teacher Conferences. Although there was a change in leadership during the year, the staff, students and families transitioned smoothly and are united.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although we engaged in in-person instruction, the social-emotional needs of our students continues to be at an all time high. Our school counselor will continue to provide SEL lessons on a weekly basis and morning meetings on a daily basis. A PBIS committee was established because school-wide PBIS was launched at the end of this school year. The formerly proposed Wellness center will be created due to availability of funds and space. Additionally, posters with school-wide expectations and positive behaviors on campus were ordered and posted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Behavior Station School Tour was held at the beginning of the school year and following breaks to review school-wide rules and expectations. The school counselor and Special Education Teacher was offered SEL and PBI PD to certificated and classified staff. The Bedell community was rekindled with the reinstatement of the Turkey Trot, Movie Night, Game Night, and Color Run.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Thelma B. Bedell Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$637.44 in parent involvement funds)	\$37,309.44

Subtotal of additional federal funds included for this school: **\$37,309.044**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None	N/A

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$37,309.44**

Title I Allocations – 2023-2024

2020-2021 Title 1 Budget Name of School: Thelma Bedell

		Resource	Title I	Remarks
		Allocation: 23-24	37,904	
OBJ	Function	DESCRIPTION		
1102	1000	Substitutes	\$9,000.00	Data Team meeting, collaboration, new teacher observation support.
1103	1000	Tchr. Extra Duty	\$5,000.00	Teacher Professional Development.
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.		
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.	4,000	
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	\$4,695.00	
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$3,000	Supplemental Literacy Books.
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	\$1,209	Parent/family workshops, Bedell Best, Spelling Bee.
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. – Teachers		
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	\$11,000.00	Online Literacy/Math Programs, headphones
5860	1000	Transportation		
Total Spent			37,904.00	

Available Balance		
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SSC Chair Signature: <u>Jacqueline Yelva</u>	Date: <u>5/17/23</u>
Principal Signature: <u>Kaynie Chau</u>	Date: <u>5/17/23</u>

References

2021-22 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
Grade 3							
All Students Tested	51	51	51	11.76%	11.76%	35.29%	41.18%
Male	24	24	24	8.33%	12.50%	41.67%	37.50%
Female	27	27	27	14.81%	11.11%	29.63%	44.44%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	47	47	10.64%	10.64%	34.04%	44.68%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33	33	33	9.09%	6.06%	36.36%	48.48%
English Learners	11	11	11	0.00%	9.09%	27.27%	63.64%
Students with Disabilities	15	15	15	6.67%	13.33%	20.00%	60.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
Grade 3							
All Students Tested	51	51	51	7.84%	19.61%	19.61%	52.94%
Male	24	24	24	8.33%	20.83%	25.00%	45.83%
Female	27	27	27	7.41%	18.52%	14.81%	59.26%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	47	47	47	6.38%	19.15%	17.02%	57.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33	33	33	6.06%	15.15%	12.12%	66.67%
English Learners	11	11	11	0.00%	9.09%	9.09%	81.82%
Students with Disabilities	15	15	15	0.00%	13.33%	13.33%	73.33%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

Thelma B. Bedell Elementary School

School Plan for Student Achievement
Fiscal Year 2023-2024

2021-22 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	38	38	38	13.16%	21.05%	34.21%	31.58%
Male	15	15	15	6.67%	20.00%	26.67%	46.67%
Female	23	23	23	17.39%	21.74%	39.13%	21.74%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	33	33	33	9.09%	24.24%	30.30%	36.36%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	14.29%	14.29%	33.33%	38.10%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	38	38	38	10.53%	10.53%	31.58%	47.37%
Male	15	15	15	6.67%	6.67%	33.33%	53.33%
Female	23	23	23	13.04%	13.04%	30.43%	43.48%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	33	33	33	3.03%	12.12%	33.33%	51.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	21	21	21	4.76%	4.76%	38.10%	52.38%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Thelma B. Bedell Elementary School
School Plan for Student Achievement
Fiscal Year 2023-2024

2021-22 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	58	58	58	10.34%	22.41%	29.31%	37.93%
Male	28	28	28	7.14%	21.43%	28.57%	42.86%
Female	30	30	30	13.33%	23.33%	30.00%	33.33%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	56	56	56	10.71%	19.64%	30.36%	39.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	41	41	2.44%	17.07%	36.59%	43.90%
English Learners	19	19	19	0.00%	10.53%	42.11%	47.37%
Students with Disabilities	13	13	13	0.00%	7.69%	23.08%	69.23%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	58	58	58	6.90%	5.17%	39.66%	48.28%
Male	28	28	28	10.71%	3.57%	35.71%	50.00%
Female	30	30	30	3.33%	6.67%	43.33%	46.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	56	56	56	7.14%	5.36%	37.50%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	41	41	4.88%	2.44%	36.59%	56.10%
English Learners	19	19	19	0.00%	0.00%	31.58%	68.42%
Students with Disabilities	13	13	13	0.00%	0.00%	23.08%	76.92%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School-Parent/Home Compact



Thelma Bedell Elementary School
SCHOOL – PARENT – STUDENT COMPACT
Bedell School 2023-2024

The Parent/Guardian Pledge

To assist in the learning and success of my son/daughter in school, I will:

- See that my child has adequate sleep, good nutrition, and clean, appropriate clothing that supports the District Uniform Policy.
- Follow the school's arrival and departure policies.
- Encourage my child to complete and return all homework.
- Review all school communications and notes promptly and maintain communication with the teacher and school.
- Attend back-to-school functions and parent-teacher conferences.
- Encourage my child to engage in reading activities at home.
- Encourage my child to follow school and classroom rules.
- When possible, volunteer in the classroom, library, office or help prepare materials at home.
- Educate my child on the appropriate use of technology including social media.
- Review school guidelines outlined in the Parent Handbook.

Parent/Guardian Signature _____

Date _____

Student Pledge

It is important that I come to school, behave, and work to the best of my ability. Therefore, I will:

- Attend School Regularly, on time, with necessary materials.
- Complete and return Homework on time.
- Read every day.
- Listen to, respect, and follow adult directions and school rules on campus and field trips.
- Follow the Bedell CARE Paw - Be Kind, Be Polite, Be Responsible, Be my Best.
- Demonstrate good digital citizenship by using technology responsibly.

Student Signature _____

Date _____

Teacher Pledge

Understanding the importance of the school experience for every student and my role as teacher and model I will:

- Practice Positive Behavioral Intervention and Support in my class and around campus.
- Have high expectations and communicate them to students and parents.
- Communicate student progress to parents, (Positive and Negative)
- Recognize and validate the strengths and needs of each individual student.
- Be prepared to work cooperatively with peers and parents.
- Teach appropriate skills and concepts.
- Provide appropriate and meaningful homework.

Teacher Signature _____

Date _____

Principal Pledge

As an administrative leader of the school, and to show support for, staff, students and parents, I will work toward excellence by:

- Encourage an atmosphere that provides positive communication between the teacher, parents and students and support staff.
- Provide a clean, safe, and secure environment.
- Allowing and fostering professional growth and change through staff development, creativity and implementation.

Principal Signature _____

Date _____

Support Staff Pledge

Recognizing that I am an important part of the educational team, I will:

- Provide a friendly and helpful atmosphere for students, staff and parents.
- Encourage students to attend school and try their best.
- Work cooperatively with school, home, and community.

Family Engagement Policy

**Thelma Bedell Elementary School
Parent/Guardian and Family Engagement Policy
2023-2024**

Thelma Bedell Elementary School's parent/guardian and family engagement policy, programs, and activities are consistent with the following statutory definition:

Parental/guardian and familial engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents/guardians play an integral role in assisting their child's learning;
- that parents/guardians are encouraged to be actively involved in their child's education at school;
- that parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

To promote parent and family engagement and implement the statutory requirement of Section 1118 of the ESEA, Thelma Bedell Elementary School will:

- Create a parent/guardian engagement policy in collaboration with parents/guardians, make that policy available to all stakeholders, and notify parents/guardians about the policy in an understandable format and, to the extent practicable, in a language that parents/guardians can understand.
- Update the policy periodically to meet changing needs.
- Work with parents/guardians to create a family-school compact.
- Provide opportunities for the full participation of parents of English learners, special education, and migrant students.
- Involve the parents of students served in Title I in decisions about how funds reserved for parental involvement is spent.
- Build site capacity for parent leadership, collaboration, and communication.
- Provide other reasonable support for parental involvement activities as requested by parents.

Thelma Bedell Elementary School will involve parents/guardians in the joint development, review and update of its school parent and family engagement policy and plan. Parents/guardians will have the opportunity to learn about, discuss, and have input into the plan at School Site Council meetings, Thelma Bedell PTA meetings, the annual Title I meeting, and English Learner Advisory Committee meetings.

The parent/guardian and family engagement policy is distributed at the beginning of each school year through the registration packets and to any students who enroll after that date during the school year.

Annual Title I Meeting

Thelma Bedell Elementary School holds an annual meeting to inform parents/guardians of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents/guardians to be involved in Title I programs. The school convenes the meeting at a time convenient for parents/guardians and may offer a flexible number of additional parent/guardian involvement meetings, as requested by parents. All parents/guardians of students participating in the Title I program are invited to this meeting and will be encouraged to attend by:

- Placing phone calls, posting on Parent Square, the school marquee and website, as well as social media.
- Sending home letters, flyers and reminders to inform parents/guardians about time and place of meetings (all information sent home and given out at meetings is in Spanish and English and in other languages as requested).
- Providing interpretation at meetings for parents/guardians to access the information.
- Providing access through video conferencing as needed.
- Providing childcare.
- Providing follow up information to parents who were unable to attend (as requested).

Flexible Number of Meetings

Thelma Bedell Elementary School will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title 1 funds, transportation, childcare, or home visits, and services related to parent/guardian and family involvement.

- We will hold a Back to School Night at the beginning of the school year as well as a Spring event at the end of the year.
- Convene with the English Language Advisory Committee (ELAC) at least four times a year to establish communication and English Language Learner Plan. Babysitting (as needed) and translation are available at each meeting.
- We will hold “Coffee with the Principal” a minimum of 6 times per year, provide parent training and open communication with the parents or guardians.
- We will hold an LCAP parent forum in February to gather input about our LCAP actions and services.
- Provide Family Nights with the focus on Reading and Math. Parents may be invited to participate in activities with their children during the workshop.

Title I Program and Services

Thelma Bedell Elementary School will provide parents/guardians of participating student’s information about the Title I program, including a description and explanation of the school’s curriculum, assessments used to measure students’ progress, and the proficiency levels students are expected to meet. This information will be provided to parents through:

- Annual Title I meeting
- Formal/informal conference with teachers
- Phone calls, email and Parent Square contacts
- Report Cards
- Back to School Night
- School Accountability Report Card

Thelma Bedell Elementary School makes every attempt to coordinate Title I parent/guardian engagement activities with similar activities that are done through ELAC, SSC, and Thelma Bedell PTO.

School Review and Improvement/Information about Student Achievement Progress will involve parents in the process of school review and improvement, giving parents the opportunity to review school wide and program achievement data and make suggestions for school improvement at School Site Council, Title I, English Learner Advisory Committee, and Friends of Bedell PTO meetings. Thelma Bedell School will provide each parent/guardian with information about the individual performance of their child on both classroom and State assessments through:

- Providing parents/guardians with individualized information about students during parent/teacher conferences.
- Providing parents/guardians a copy of the student’s individual state assessment data.
- Providing parents/guardians a copy of the student’s ELPAC results (English Learners only).
- Giving parents progress reports or report cards every quarter.

Parent/Guardian Feedback and Input

Thelma Bedell Elementary School will provide opportunities for parents/ guardians to formulate suggestions and to participate in decision-making about the education of their students. The school will respond to any such suggestions through:

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals
- Develop differentiated instruction for students as needed
- Tailoring intervention services to meet students’ needs
- Development of IEP (special education students)
- A survey will be sent home to every family in English and Spanish (other languages as requested) soliciting their input and suggestions for school improvement.

Family-School Compact

Thelma Bedell Elementary School distributes to parents/guardians and family members of Title 1 students a school-family compact. The compact, which has been jointly developed with parents/ guardians, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved students' academic achievement. It describes specific ways the school and families will partner to help children achieve the challenging State academic standards. The separate school-family compact addresses the following legally required items, and may include other items suggested by parents and family members of Title 1 students.

- The compact is reviewed/updated annually by staff and the School Site Council.
- The compact is distributed in the Registration Packets and at the time of registration for new students.
- Parent Teacher Conferences are required after the first quarter and third quarter.

Training for Parents and Staff

Thelma Bedell Elementary School will provide materials and training to help parents/guardians work with their students to improve their student's academic achievement through activities such as:

- School Site Council and ELAC training for parents
- Thelma Bedell PTO sponsored parent training/education activities
- Ventura County Office of Education parent/guardian training
- Training provided to parents at Annual Title I meeting

Thelma Bedell Elementary School will also assist parents/guardians in understanding the California Common Core Standards, state and local assessments; as well as how to monitor their child's progress and how to work collaboratively with the school through:

- Parent/Guardian conferences
- Newsletters
- Presentations at ELAC and SSC
- Annual Title I Meeting
- Coffee with the Principal

Thelma Bedell Elementary School will - with the assistance of its parents/guardians - educate its teachers, principal, coordinator, paraprofessionals, library clerk, and other office staff in how to reach out to, communicate with, and work with parents/guardians.

- Presentations and discussion at staff meetings, in services, and/or staff development days planned by the Thelma Bedell Elementary School staff
- New teacher support meetings provided by the District
- Written information presented by the administration in staff newsletters or distributed to teachers' mailboxes
- Communication from parents/guardians to staff during the year informally and formally at Site Council, ELAC, and Title I parent meetings

Translation and Understandable Format

Thelma Bedell Elementary School provides all information related to the school and parent programs, meetings, and other activities in an understandable format, translated and interpreted as needed into Spanish (other languages as requested).

Parent Involvement Calendar

Thelma Bedell Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2023-2024 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.



Bedell Parent Involvement Calendar

Calendario de Participacion de Padres de Bedell

2023 – 2024

July/Julio 	January/Enero SSC Meeting 3 <i>Junta del Concilio del Sitio de Escuela 3</i> ELAC <i>Junta de ELAC</i> 100th Day of School <i>100 Dias de Clases</i> Bedell Best Awards <i>Certificados de Bedell Best</i>
August/Agosto Student Online Registration <i>Registración en línea para todas los estudiantes</i> Friends of Bedell <i>Amigos de Bedell</i> Coffee with the Principal <i>Cafe con la Directora</i>	February/Febrero School Site Council Mtg 4 <i>Junta del Concilio del Sitio de Escuela 4</i> Coffee with the Principal <i>Cafe con la Directora</i> Friends of Bedell <i>Amigos de Bedell</i> College & Career Day <i>día de la universidad y la carrera</i>
September/Septiembre Hispanic Heritage Month <i>Mes de la Herencia Hispana</i> Back to School Night (PTO, Clubs) <i>Noche de Regreso a Escuela (PTO, Clubs)</i> Title I Informational Mtg. <i>Junta de Informacion del Titulo I</i> District LCAP Committee Mtg. <i>Junta del Comité de LCAP del Distrito</i> Color Run Carrera de color School Site Council Mtg. 1 <i>Junta del Concilio del Sitio de Escuela 1</i>	March/Marzo School Site Council Mtg 5 <i>Junta del Concilio del Sitio de Escuela 4</i> ELAC <i>Junta de ELAC</i> Parent Conference <i>Conferencias Para Padres</i> Read Across America <i>Leer A Través de América</i>
October/Octubre Friends of Bedell <i>Amigos de Bedell</i> Parent Teacher Conferences <i>Conferencias Para Padres</i> Red Ribbon Week <i>Semana del Listón Rojo</i> District LCAP Committee Mtg. <i>Junta del Comité de LCAP del Distrito</i> ELAC Mtg <i>Junta de ELAC</i> Movie Night <i>Noche de película</i>	April/Abril Coffee with the Principal <i>Cafe con la Directora</i> School Site Council – Mtg. 6 <i>Junta del Concilio del Sitio de Escuela 5</i>
November/Noviembre Turkey Trot <i>Carrera de Pavo</i> SSC-Meeting 2 <i>Junta del Concilio del Sitio de Escuela 2</i> ELAC <i>Junta de ELAC</i> Coffee with the Principal <i>Cafe con la Directora</i>	May/Mayo Friends of Bedell <i>Amigos de Bedell</i> School Site Council Mgt 7 <i>Junta del Concilio del Sitio de Escuela 6</i> Coffee with the Principal <i>Cafe con la Directora</i> Student Showcase/Program <i>Presentación Estudiantil</i> 6 th Grade Promotion <i>Promoción Escolar del 6to Grado</i>
December/Diciembre Holiday Program Programa de invierno Penguin Patch <i>Tienda Penguin Patch</i> Friends of Bedell <i>Amigos de Bedell</i>	June/Junio Bedell Best Awards <i>Certificados de Bedell Best</i>

Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

Site-based Mentoring Programs:

Thelma Bedell Elementary School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus during instructional hours to observe effective teaching strategies in which substitute teachers are provided during instructional time. The principal provides regular feedback and coaching to all teaching staff.

Professional Development Plan

The district provides multiple staff development opportunities for all teachers both during the school year as well as during the summer. Analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended content training to adopted textbooks in both Language Arts and math and have developed unit and lesson plans based on the most appropriate strategies. Our District and site-level leadership provides onsite support with data analysis, intervention planning, instructional strategies and model lessons to support site teachers in the most appropriate grade level instructional delivery of standards-based content. Principals use frequent walk-throughs to monitor the instructional program and provide feedback on adherence to grade level implementation of paced standards and high impact instructional strategies

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in half-day “data chat” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for Rtl. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

Site-based analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended and will continue to attend content training aligned to the Common Core Standards and adopted textbooks and other materials in Language Arts, Math and ELD. The principal provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. She provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2023-24 school year, Bedell's teachers will focus on the following staff development topics:

- Rtl
- PBIS/SEL
- PBL
- AVID/Organization
- Life Lab
- Dreambox Math
- P3CC Math
- Differentiation/Integrated ELD
- Designated ELD

School Accountability Report Card



THELMA BEDELL ELEMENTARY SCHOOL

1305 Laurel Road • Santa Paula, CA 93060 • (805) 933-8951 • Grades TK-5
Laxmi Chari, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23

Principal's Message

Welcome to Thelma Bedell Elementary School where our students are provided with a safe, positive, supportive and challenging learning environment structured for success. At Bedell school, all students receive differentiated and rigorous instruction aligned with grade level content standards to help them become life-long learners. Our staff works collaboratively to serve the needs of our students while providing engaging learning experiences for each child. Data is used to progress monitor students and guide instruction in an effort to provide optimal learning conditions for all students. Our staff provides appropriate interventions to support the academic and social-emotional needs of students. We are dedicated to giving our students every opportunity to experience academic success. We foster and embrace parent and community partnerships, benefitting our school and the community. A cooperative partnership between home and school provides the best opportunity for all students to reach their fullest potential. Thelma Bedell looks forward to becoming a STREAM (Science, Technology, Relationships, Environment, Arts, Math) school by establishing school-parent-community partnerships. As we work towards rebranding our school hand-in-hand with parents and the community, we envision Bedell as a school where students engage in hands-on learning and outdoor classroom experiences. Collectively, we can ensure that we nurture every child providing opportunities for a positive, rich, engaging and rigorous educational foundation.

District & School Description**Santa Paula Unified School District**

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7%

enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

District Vision & Mission**Vision:**

Committed to serving every student every day.

Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use its resources to provide all students with diverse, equitable, differentiated experiences, and learning opportunities by a highly skilled educational team in a safe and supportive learning environment while remaining fiscally responsible.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	53.1%	Kinder	24
Male	46.9%	Grade 1	45
Non-Binary	0.4%	Grade 2	49
American Indian or Alaskan Native	0.0%	Grade 3	55
Asian	0.0%	Grade 4	38
Black or African American	0.0%	Grade 5	60
Filipino	0.4%		
Hispanic or Latino	93.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	5.9%		
English Learners	34.7%		
Foster Youth	0.4%		
Homeless	3.3%		
Migrant	0.4%		
Socioeconomically Disadvantaged	47.6%		
Students with Disabilities	20.3%		
			Total Enrollment
			271

The "Kindergarten" number of students shown in the chart above includes both TK and kindergarten numbers.

Santa Paula Unified School District
201 S. Steckel Drive
Santa Paula, CA 93060
(805) 933-8800
www.santapaulaunified.org

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.

Thelma Bedell Elementary School

During the 2021-22 school year, Thelma Bedell Elementary served 271 students in grades TK-5. Student enrollment included 34.7% qualifying for English learner support, 20.3% students identified with a disability, 47.6% enrolled in the Free or Reduced Price Meal program, 0.4% migrant, 0.4% foster youth, and 3.3% homeless youth.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Opportunities to Volunteer

Ambassador Club Volunteer
Chaperone Field Trips
Event Volunteer
Fundraising Activities
Garden Volunteer
Library Helper

Committees

English Learner Advisory Committee (ELAC)
Parent District Advisory Committee (PDAC)
District English Learner Advisory Committee (DELAC)
LCAP Committee
PTO - Friends of Thelma Bedell
School Site Council

School Activities

Back to School Night
Bedell Best Awards
Coffee with the Principal
Color Run
Dr. Seuss Day
ELAC Meetings
Fifth Grade Promotion
Food Fundraiser
Grade Level Study Trips
Hispanic Heritage Month
Open House
Parent Conferences
Movie Nights
Neighborhood Watch
Parent Education Nights
Penguin Patch
Read Across America
Red Ribbon Week

Scholastic Book Fair

Spelling Bee

Spring Event

Student Recognition Assemblies

Student Showcase Program

Title I Meetings

Turkey Trot

School News

Parents stay informed on upcoming events and school activities through email, letters, newsletters, Instagram, Twitter, the school marquee, banners at the school site and ParentSquare. The Bedell website contains all current calendar information, menu, parent resources, as well as many useful links. Contact the principal or the school office at (805) 933-8951 for more information on how to become involved in your child's education.

Student Achievement

District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	58	57	98.28	1.72	15.79
Female	30	30	100	0	16.67
Male	28	27	96.43	3.57	14.81
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	56	55	98.21	1.79	14.55
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	19	19	100	0	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100	0	7.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100	0	0

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	148	148	100	0	29.73	148	148	100	0	19.59
Female	81	81	100	0	33.33	81	81	100	0	19.75
Male	67	67	100	0	25.37	67	67	100	0	19.4
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	137	137	100	0	27.74	137	137	100	0	17.52
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	37	37	100	0	8.11	37	37	100	0	2.7
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	96	96	100	0	19.79	96	96	100	0	12.5
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	36	36	100	0	11.11	36	36	100	0	5.56

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.

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11						
Percentage of Students Meeting or Exceeding the State Standards						
	TBES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	30	N/A	30	N/A	47
Mathematics	N/A	20	N/A	16	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAA's divided by the total number of students who participated in both assessments.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	TBES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	15.79	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Physical Fitness Test Results 2021-22					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	96.0%	96.0%	98.0%	96.0%	98.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Thelma Bedell Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pfi/.

School Facilities & Safety

Thelma Bedell Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1961; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repair or improvement projects were planned (or completed) for the school site:

2021-22 Completed Improvements:

- New windows in classroom buildings C and E
- HVAC upgrades in all buildings
- New LED lighting in all buildings
- Decorative black fence and gates at the front entrance to school
- Landscaping outside TK classroom and staff parking lot
- Installation of signs in front of staff parking lot - parking for SPUSD employees only
- Big toy refurbished with new slides and coating on steps

2022-23 Planned Improvements:

- Installation of a new PA system
- New blinds for rooms 17, 20, 21
- Exterior painting of all buildings
- New windows at cafeteria and library building G

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Thelma Bedell Elementary. The day custodian is responsible for:

- Lunch area setup and cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Thelma Bedell Elementary School took place on November 21, 2022. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Thelma Bedell Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2022.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers are strategically assigned to designated entrance areas and the playground, and noon duty staff monitor student activity while at breakfast in the cafeteria. During recess teachers monitor playground

activity. Noon duty staff monitor lunch time activity while students are in the cafeteria, and noon duty supervisors monitor activity on the playground. At the end of the day a Bedell staff member coordinates and assists students being picked up by car in the school parking lot.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Classroom Environment

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. Students may participate in the ASPIRE Program which provides homework time and enrichment activities such as reading, computers, creative writing, math, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation. The STAR Nova program offers after school STEAM (Science, Technology, Engineering, Art/Agriculture and Math) classes throughout the year.

Student Recognition Programs

Thelma Bedell Elementary School recognizes students for their achievement every semester by awarding certificates, ribbons, prizes and other awards at student recognition assemblies.

Campus Description	
Year Built	1961
	Quantity
# of Permanent Classrooms	10
# of Portable Classrooms	9
# of Restrooms (student use)	3 sets
Band Room	1
Library	1
Music Room	1
Outdoor Eating Area	1
Playground	2
Resource Room	1
Staff Lounge/Teacher Work Room	1
Computer Lab	1

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: November 21, 2022		Good	Fair	Poor
Systems		<		
Interior Surfaces		✓		
Cleanliness		✓		
Electrical		✓		
Restrooms / Fountains		✓		
Safety		✓		
Structural		✓		
External		✓		
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
Overall Summary		✓		

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	283	93	32.9
Female	158	150	49	32.7
Male	137	133	44	33.1
American Indian or Alaska Native				
Asian				
Black or African American	1	1	0	0
Filipino	1	1	0	0
Hispanic or Latino	275	263	92	35
Native Hawaiian or Pacific Islander				
Two or More Races	1	1	0	0
White	17	17	1	5.9
English Learners	101	95	29	30.5
Foster Youth	1	1	1	100
Homeless	11	11	6	54.5
Socioeconomically Disadvantaged	213	202	77	38.14
Students Receiving Migrant Education Services	3	1	0	0
Students with Disabilities	70	68	33	48.5

Suspensions and Expulsions									
	TBES			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	1.70%	0.00%	1.69%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69%	0.00%
Female	0.63%	0.00%
Male	2.92%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.88%	0.00%
English Learners	1.98%	0.00%
Foster Youth	0.00%	0.00%
Homeless	9.09%	0.00%
Socioeconomically Disadvantaged	2.35%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.71%	0.00%

Discipline & Climate for Learning

Students at Thelma Bedell Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

Positive behavior in and out of the classroom is recognized and rewarded on a regular basis. Students earn "Bedell Bucks," which can be traded in for prizes at the end of each month.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Thelma Bedell Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c) (1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size Distribution

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2019-20		
		Number of Classes*		
		1-20	21-32	33+
K	22.0	1	2	
1	21.0		2	
2	13.0		2	
3	23.0		2	
4	27.0		1	
5	27.0		1	
Other**	20.0	2	1	
2020-21				
K	23.0		1	
1	21.0		2	
2	22.0		2	
3	20.0	2		
4	18.0	3		
5	21.0	1	1	
Other**	12.0	3		
2021-22				
K	20.0	1		
1	22.0		2	
2	22.0		2	
3	24.0		2	
4	17.0	2		
5	27.0		2	
Other**	8.0	4		

*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.
The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2021-22 school year, Thelma Bedell Elementary provided site-based staff development at monthly meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Academic Conversations
- Common Core State Standards - Math & English Language Arts
- Data Team Meetings
- English language Proficiency Assessment for California (ELPAC)
- Response to Intervention (RtI)
- School Collaboration Intervention Planning (SCIP)

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2020-21	0 days
<ul style="list-style-type: none"> Curriculum Advisory Team (CAT) English Language Arts - World of Wonders and Wonders English Language Development - Wonders Freckle - ELA, Math, Science and Social Studies Learning Management Platforms (Google Enterprise and Seesaw 101) Mathematics - Math Expressions STAR Early Literacy and Literably Trimester 1 Pacing 	
2021-22	0 days
<ul style="list-style-type: none"> Baseline Assessment Support (STAR Assessments & Literably) Curriculum Advisory Team (CAT) English Language Development Support 	
2022-23	0 days
<ul style="list-style-type: none"> CORE Learning - Literacy Services CGI Math - Teacher Learning Center Report Card Entry Training for Q EL Shadowing 	

Santa Paula Unified School District supports new teachers in developing their teaching skills and earning a Professional Clear Teaching Credential. The district's New Teacher Induction Consortium, formerly known as the Beginning Teacher Support and Assessment (BTSA) program, is designed for first- and second-year teachers to receive structured guidance and support from experienced teachers over a two-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

Instructional Materials

All textbooks used in the core curriculum throughout Santa Paula Unified School District are currently being aligned to the California State Standards. Instructional materials are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On August 24, 2022, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2022-23:02 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2022-2023 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

During the 2021-2022 school year, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. Currently Santa Paula Unified School District is conducting a Science pilot in K-5 during the 2022-2023 school year.

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Thelma Bedell Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special Education students are mainstreamed into the general education classroom as appropriate based upon their IEP (Individual Education Plan). Each student is assigned a case manager to oversee the implementation of the IEP. Special Education includes a continuum of services to be provided to each student in the least restrictive learning environment. The special education program ensures that students with disabilities have access to core curriculum and educational opportunities in light of their individual unique needs.

English Language Learners

Thelma Bedell Elementary School provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction within their regular classrooms. English Learner students also receive integrated language support throughout the day in their core curricular areas. Newcomers receive ELD specifically designed for their language level by an ELD specialist.

At Risk Interventions

In the Local Control Accountability Plan the Santa Paula Unified School District has made a commitment to have all students reading by 3rd grade. Therefore, funds were allotted at each school site for one full-time K-2 reading intervention teacher, one full-time 3-5 reading intervention teacher, and one full-time K-5 math intervention teacher who will assist classroom teachers with Tier I strategies as well as provide Tier II pull out intervention for students working below grade level. Additionally, a half-time PE teacher allows classroom teachers to create small intervention groups to work with struggling students.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.67	0	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	1.4	12115.8	4.41
Unknown	2	13.33	10.2	4.47	18854.3	6.86
Total Teaching Positions	15	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Professional Staff

Teacher Preparation and Credentials

The charts below identify the number of teachers at Thelma Bedell Elementary School, Santa Paula Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also reports Thelma Bedell Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: Data for the Teacher Preparation and Credentials charts will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

Support Services Staff

Thelma Bedell Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Thelma Bedell Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	0.5
Library Clerk	1	0.8
Nurse	As needed	
Occupational Therapist	As needed	
Psychologist	1	0.3
Speech Therapist	As needed	
District Counselors	As needed	
District Mental Health Counselor	As needed	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	TBES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,708	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,397	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,311	7,630	108.9%	0	N/A
Average Teacher Salary	91,142	81,573	N/A	0	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

SARC Data

DataQuest

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Thelma Bedell Elementary 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschoolsdashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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.

School Site Council Bylaws

**THELMA B BEDELL SCHOOL
SCHOOL SITE COUNCIL BYLAWS
Reviewed by SSC September 30, 2021**

ARTICLE I

NAME OF COMMITTEE

The name of the committee shall be Thelma B. Bedell School Site Council (SSC)

ARTICLE II

OBJECTIVES

The Objectives of the school Site Council shall be:

1. To establish and make recommendations for the improvement of the educational program.
2. To assume the responsibility with the Principal, teachers, and other school staff members to review the implementation and evaluation of the educational program and periodically see that the program is functioning properly.
3. To annually review the school level plan, establish the school budget according to the Education Code and, if necessary, to make modifications or changes according to the educational needs.
4. Take action as required by the Education Code and the School Site Council.

ARTICLE III

MEMBERSHIP

Section 1. The School Site Council shall be established with membership as follows:

1. The Principal
2. Teachers selected by the school's teachers.
3. Other school personnel chosen by the school's other personnel.
4. Parents/guardians of students attending the school chosen by other such parents/ guardians, or community members chosen as representatives by such parents/guardians.

5. Half of all elementary School Site Councils shall consist of school staff (#123 above), the majority of them being classroom teachers. The remaining half of the School Site Council shall be parents/guardians or parent/guardian representatives.

Section 2

All members shall serve for one year terms. Members may be re-elected for succeeding terms. When a vacancy occurs, the person selected to fill the vacancy shall remain in office for the balance of that term.

ARTICLE IV

SCHOOL SITE COUNCIL OFFICERS

The officers of the School Site Council shall be chairperson, vice-chairperson, and secretary. The SSC will also elect two District Advisory Council representatives.

ARTICLE V

MEETINGS AND QUORUM

- Section 1. Regular meetings – The SSC shall meet not less than 5 times a year.
- Section 2. Special Meetings – Special meetings may be called by the chairperson, principal or by a majority vote of the SSC.
- Section 3. Place of Meetings – The SSC shall hold meetings in a facility provide by the school.
- Section 4. Notice of Meetings - All Meetings of the SSC shall be publicized so that all interested persons may attend.
- Section 5. All decisions shall be made with a majority vote by the SSC members.
- Section 6. A quorum is established by a majority of the SSC members being present.

ARTICLE V

AMENDMEN

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the SSC.

ARTICLE VII

RESPONSIBILITIES OF THE SCHOOL SITE COUNCIL

- Section 1 The Chairperson shall preside at all meetings of the SSC.
- Section 2 In the absence of the chairperson the vice-chairperson shall assume the responsibilities of the chairperson.
- Section 3 If the chairperson or the vice-chairperson cannot attend, the secretary shall assume the responsibility of the chairperson.
- Section 4 If for any reason any officer shall leave his/her position between meetings the chairperson shall appoint another person in his/her place until the next meeting when someone else shall be elected.

ARTICLE VIII

RESPONSIBILITIES OF THE SCHOOL SITE COUNCIL MEMBERS

- Section 1 Attend all meetings and if not possible, provide an alternate in his/her place. This person shall have all voting rights.
- Section 2 Accept official positions or become members of subcommittees.

ARTICLE IX

ELECTION OF OFFICERS

- Section 1 Each member of the Council shall be elected by a voting process.
- Section 2 The officers elected shall take their offices for the school year upon election.
- Section 3 No member shall serve to the same office for more than two consecutive years.
- Section 4 If for any reason any officer shall leave his/her position between scheduled meetings, the chair person shall appoint another person in his/her place until the next meeting when someone else shall be elected.

ARTICLE X

COMMITTEES

- Section 1. The chairperson has the right to assign various committees as needed.