

Santa Paula Unified School District

School Plan for Student Achievement



Barbara Webster Elementary School
Academy of Sports and Human Health
56 76828 605545

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Revised September 2025

Fiscal Year 2025-2026

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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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1150 Saticoy Street
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(805) 933-8930
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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

Signature of Authorized Representative
Veronica Solache

- 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 PH 4-1-25.

Attested:

[Signature]

Jeff Madrigal, Principal

[Signature]

SSC Chairperson

4-1-25

Date

4-1-25

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	Classified Staff	Parent or Community Member	Student
Jeff Madrigal	X				
Amy Holloway		X			
Joseph Lafko		X			
Nathalie McWherter		X			
Cynthia Cruz			X		
Melissa Acosta				X	
Catalina Arenas				X	
Abigail Luna				X	
Herlinda Medina				X	
Marisa Mendoza				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
Jeff Madrigal	X				
Silvia Alvarado				X	
Iris Leon				X	
Gladys Meza				X	
Ana Montiel				X	
Brisa Ortega				X	
Veronica Solache				X	
Brianna Zamudio				X	
Number of Members in Each Category	1			7	

(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.

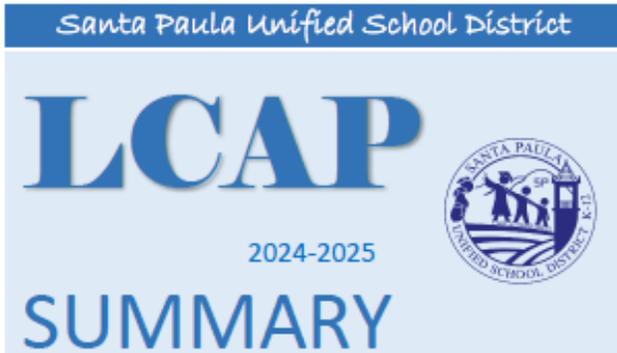
District Vision

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



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 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.

STATE PRIORITIES: ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

GOAL 1 The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Curriculum Coordinators
- P1d TK/K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Program
- P1g LAT – Language Appraisal Program
- P1h Newcome Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips/University Standards Aligned
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

GOAL 3

Student Engagement: Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.

Parental Involvement: The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.

School Climate: The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student’s academic, social emotional, and mental needs.

- P3a Support Educational Outcomes
- P3b STEAM TOSA(S)
- P3c Mentoring Program
- P3d Restorative Justice/PBS
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g School Psychologists
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS

GOAL 2 The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Reading Intervention Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Footsteps 2 Brilliance
- P2e Amplify | Dibels

GOAL 4 The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

- P4a Staff Smaller Class Size
- P4b Technology
- P4c Technology Infrastructure
- P4d Computer Tech Staff
- P4e Prep Periods at IMS
- P4f Retain ADM Support
- P4g Retain Athletic Trainer
- P4h Athletic Transportation
- P4i Athletic Director
- P4j Office Assistant Support
- P4k Childcare/Interpretation
- P4l District Safety
- P4m Safety Measures
- P4n Custodial Staff
- P4o Deferred Maintenance
- P4p Health Service Specialist
- P4q Improve Financial Literacy

GOAL 5 With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools’ student stability rate to 80%.

- P5a Implement a Multi-tiered System of Supports

School Information

School Profile

Barbara Webster 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 2024-25 school year, 325 students were enrolled, including 48.9% qualifying for English Language Learner support, 91.1% socioeconomically disadvantaged, 21.5% special education, 1.8% migrant, and 8.9% homeless youth.

Textbooks

Barbara Webster 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. Tier II students receive intervention instruction from classroom teachers in small groups before/after school. 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, Barbara Webster Elementary School utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction of 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:** Barbara Webster 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. Intervention groups receive instruction from a variety of supplemental materials. The ST Math Lab is also utilized in grades 2-5 to reinforce math standards.
- **History/Social Studies:** Barbara Webster uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the Common Core State Standards.
- **Science:** Barbara Webster 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.

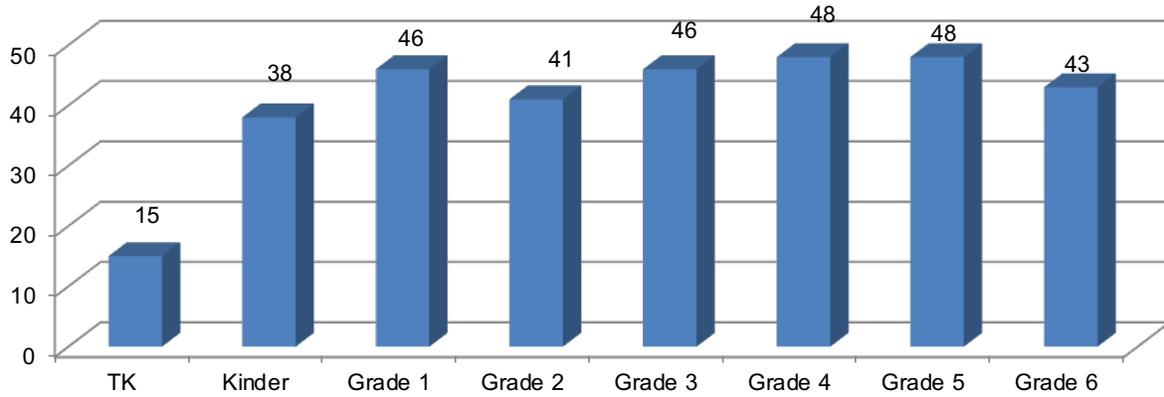
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

School Mission

Barbara Webster Elementary is a nurturing place for children to grow. Our mission is to develop the academic, social and emotional attributes of every child.

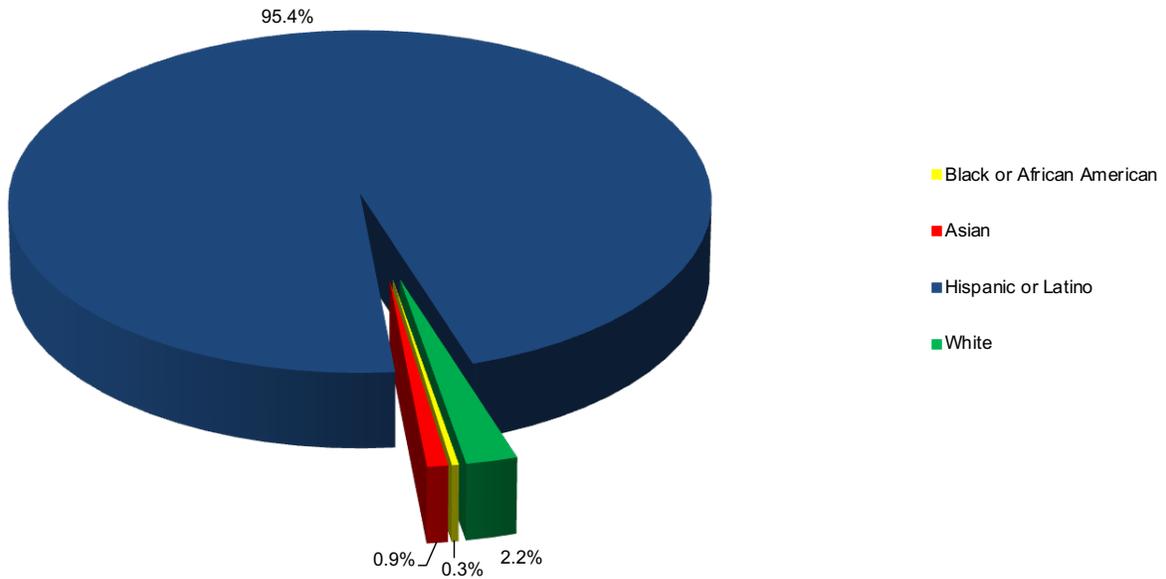
Student Enrollment by Grade

Source: Data Quest 2024-2025



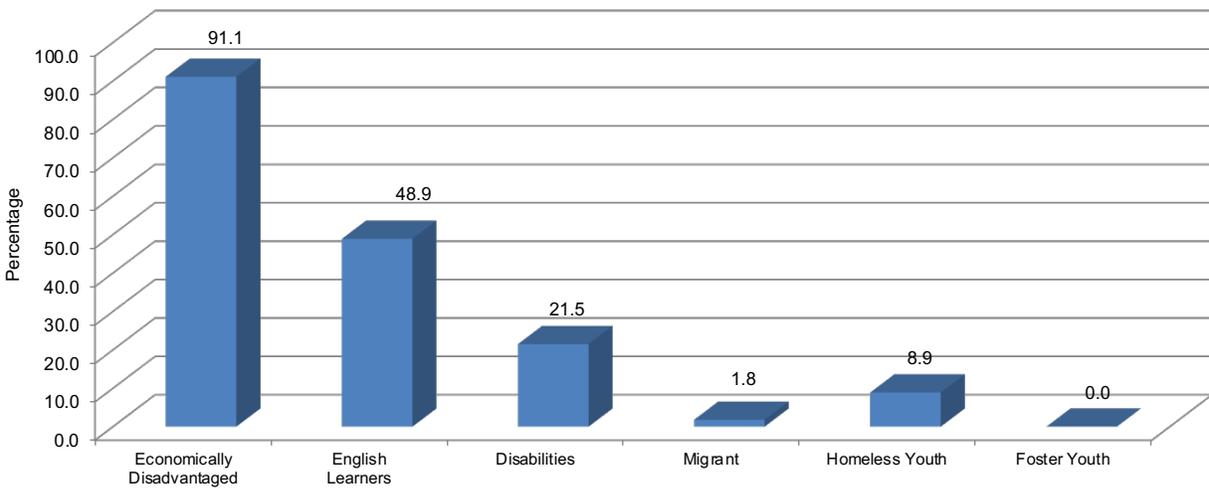
Student Enrollment by Ethnicity

Source: Data Quest 2024-25



Student Enrollment by Student Group

Data Source: Data Quest 2024-25



Comprehensive Needs Assessment

Barbara Webster 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:

- ✓ Analysis of Student Performance Data:
 - CAASPP Assessment Results
 - ELPAC Reports
 - Teacher Feedback
 - Local Assessments – Math
 - Math Unit Assessments
 - Literably Reading
 - BPST
 - District Assessments

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

Transition from Preschool to Kindergarten

Barbara Webster Elementary School offers a Transitional Kindergarten program on campus. Transitional kindergarten is an early childhood education program that builds a bridge between preschool years and traditional kindergarten. Beginning in the 2025-26 school year, transitional kindergarten is designed for students who turn four (4) years old by September 1st of the year they are enrolled, and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional kindergarten.

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California kindergarten standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement.

The transitional kindergarten program allows the full day schedule of traditional kindergarten daily. Our daily schedule includes whole group instruction and activities, small group instruction, independent and “hands-on” learning. The transitional kindergartners enjoy lunch and recess and participate in activities such as music, art, and motor skills development throughout the year.

Violence Prevention, Bully Prevention, and Student Safety

Barbara Webster Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement, public agencies and private programs. The District works with school administrators to provide resources and support for both students and parents. During the 2025-2026 school year, Barbara Webster Elementary School plans to provide the following programs for its students (and parents as applicable):

- **Anti-Bullying Presentations**
- **Parent Project Classes** – program designed for parents raising difficult younger children, ages 5-10 years of age.
- **CHAMPS** - Champions Against Bullying 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.
- **Restorative Justice** – Restorative justice offers alternatives to our traditional juvenile and criminal justice systems and harsh school discipline processes. Rather than focusing on punishment, restorative justice seeks to repair the harm done.
- **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

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 reduced-price 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). Barbara Webster 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.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **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.

Extended Learning Programs

Barbara Webster Elementary offers the following extended learning programs:

- **After School Intervention Class** - taught by teachers to ensure the alignment of instruction with the California State Content Standards.
- **Kindergarten Instructional Assistants** - provides one-to-one and small group instruction to support students in their efforts to attain academic proficiency in all areas.
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – program 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.
- **STAR-Nova Program** - STAR Education offers a wide breadth of exciting and original STAR NOVA enrichment classes in the areas of Academics, STEAM Education (science, technology, engineering, art and math), Language, Performing Arts, Sports & P.E., Recreation, Visual and Media Arts and so much more! STAR NOVA enrichment classes take place once or twice a week, allowing for a university quality class with a more individualized approach tailored to the specific needs and interests of each student. STAR collaborates with artists in residence, universities, and professionals in each field to create stimulating classes that give each student invigorating insight into the real world.
- **STEAM Literacy Coaches** – Provides direct services to students during science.
- **Learning Center** – Intervention program that offers support during school hours Monday through Friday for grades K-5 in a pull-out program.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Barbara Webster Elementary	56768286055545	April 1, 2025	

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs

Webster Elementary School’s plan meets the ESSA requirements of aligning with the Santa Paula Unified School District’s Local Control and Accountability Plan (LCAP). The goals for this plan are to enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. The Webster Elementary School Plan for Student Achievement includes a strong focus on collaboration and enhancing communication within the school and the larger Webster community while systematically targeting improvement to our school’s academic and social emotional culture and climate, as well as a focus on the physical health of our students. The Webster Elementary School Plan for Student Achievement includes a stakeholder constructed plan to improve the academic achievement and overall school experience of every student. Through this plan, Webster Elementary demonstrates its commitment to integrity and continual growth as well as prioritizing our values of relationships, routines, responsibility, respect and results.

Educational Partner Involvement

How, when, and with whom did your 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:
Webster Instructional Leadership Team	4-8-25
Webster Staff Meetings	3-28-25 and 5-12-25 (shared via email)
School Site Council Meetings	3-11-25 and 4-1-25
ELAC Meetings	3-13-25 and 4-2-25

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Webster Elementary has identified several areas needing review and improvement, specifically in the areas of reading and math achievement. Additional state dashboard indicators from the 2023-2024 school year as well as local assessments from the 2024-2025 school year show that Webster Elementary needs strategic improvements focused on English Language Arts and Math achievement of all school subgroups. Specifically the state dashboard showed the following needs:

Chronic Absenteeism:

- Orange indicator for students with disabilities (SWD)
- Red indicator for Homeless students

Response / Plan Summary:

- School Outreach Consultant (SOC) to support office staff in weekly home calls and visits to unexcused absent students. SOC will hold trimesterly attendance awards for perfect and outstanding attendance.

- Community Schools Grant will fund Community Outreach Consultant (COC). The COC will work with office staff and school counselor to identify at risk students and support families as needed.
- COC will work with school staff to create school wide activities to create a safe and supportive school climate that encourages students to attend school daily.
- COC and SOC will work with office staff and district staff to support SARB process.

Suspension Rate:

- Orange indicator for Hispanic and homeless students.

Response / Plan Summary:

- COC will work with school staff to create school wide activities to facilitate a safe and supportive school climate that encourages students to be cooperative, collaborative and resilient.
- School counselor will hold small social skills groups with identified at risk students in order to support their SEL growth.
- Staff will utilize restorative justice practices such as our Reflection Form / Apology letter and mediation groups to support students if they make poor behavioral choices.
- Staff will seek alternative ways to correct and consequence students when providing disciplinary measures to students.
- Staff will provide a multi-tiered system of behavioral support for at-risk students including proactive and reactive behavioral management strategies employed in every part of campus. These tiers include protocols for reminders and warnings by staff to students, use of the Reflections Forms, Tier 2 and 3 supports for parents at home.

English Learners:

- Orange indicator overall.
- Orange indicator for ELA students with disabilities.
- Orange indicator for Math students overall.

Math:

- Orange indicator overall.
- Orange indicator for SWD.
- Orange indicator for Hispanics.
- Orange indicator for socioeconomically disadvantaged students
- Orange for EL students

ELA:

- Orange indicator for EL students.
-

Response / Plan Summary:

- All K - 5th staff to continue professional development in ELA and math.
- ELA Core training for TK - 3rd teachers.
- CGI math training for TK - 6th teachers.
- All students receive specific ELD instruction 5 days a week.
- ELA and math intervention in small group instruction in the Learning Center 5 days a week.
- Before and after school intervention support in ELA and math offered throughout the year.

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)**

During the 2023-2024 and the 2024-2025 school year, Barbara Webster did not have a full time Outreach Consultant (ORC) to support our efforts to encourage and support our homeless population students in attending school on a regular basis. We had a part time ORC who did home visits, provided incentives and held in-school meetings with such families. Nevertheless, we struggled to have adequate success.

For the 2025-2026 school year, Webster will hire a full time ORC using our newly acquired Community Schools Grant. This ORC will be able to double the efforts of past ORCs to meet with our homeless students' families. The ORC will have the time to connect our families to needed community services to remove some of their challenges to daily attendance. The ORC will work with our office staff, our counselor and our teaching staff to provide a web or network of support and incentives for our students to attend school daily. The ORC will have a list of at-risk students to provide weekly check-ins to families. We will have more success due to these efforts.

Goals, Strategies/Activities, and Expenditures

Goal 1:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our 2023-2024 CAASPP scores indicate that Webster students scored 44.7 points below standard overall on the ELA portion of this assessment and 63.8 points below standard overall on the math portion of the assessment. Starting in the Fall of 2022 and continuing into 2025, the Webster staff will continue to engage in both math and ELA professional development. The TK - 6th grade teachers will continue to develop their understanding and implementation of Cognitively Guided Math Instruction (CGI). The TK - 3rd teachers will continue to develop their understanding and implementation of CORE Literacy ELA principals. Further during the 2025 - 2026 school year, the Webster staff will continue to collaborate with our school district to restructure our year long Standards, Pacing and Assessment Curriculum map for math and ELA for all TK-6th grades. Additionally, Barbara Webster Elementary has received funds from a state Literacy Grant. Funds from this 3 year grant will be used to hire an academic intervention teacher to support our academically at risk students in reading and math.

Funds from this grant will also be used to purchase supplemental reading and writing curriculum as needed for TK - 6th grades. This grant will also fund other supplies such as student incentives to encourage student academic performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessments	2024: 44.8 points below standard	30 or less points below standard
CAASPP ELA Assessments	2024: 63.8 points below standard	40 or less points below standard
ELPAC Summative Assessment	41% making progress towards English Language Proficiency	60% making progress towards English Language Proficiency
Reading Inventory Quarterly Assessment	Varies for every student	Every student makes 12 or more months of growth as measured by local assessments (Literably, Rigby)
Student Attendance	2023-2024: 20.8 chronically absent students	2025-2026: 15% or less chronically absent students
Student Suspensions	2023-2024: 2.1% suspended for at least 1 day	2025-2026: 0.9% or less suspended for at least 1 day

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Teaching staff will meet 3 times per year to review and monitor the progress of all students in the areas of ELA and math. CAASPP scores, local assessment reading and math scores (Literably, Rigby, CORE, Heggerty, math unit tests, benchmarks and concept checks), ELD scores (ELPAC) and writing scores (district benchmark assessments) will	All Students: Differentiated, targeted small group instruction in ELA for all low performing students as	\$5,000 Certificated extra duty for tutoring, mentoring and collaboration and planning.	Title I

	<p>be reviewed by all grade levels, principal and the academic intervention team (RSP teacher, reading specialists, classified tutor and grade level teachers). The Webster team will create and implement plans to improve daily instruction as well as targeted differentiation and small group instruction in the Learning Center.</p> <p>Below grade level students in grades K-5th will receive targeted intervention instruction 45 minutes per day, 5 days a week in the Learning Center.</p> <p>Teachers will be paid to provide extra duty time for grade level leaders' meetings, student intervention and tutoring, professional development and collaboration after school.</p>	<p>determined by the 2025 CAASPP and 2024-2025 local assessments, as well as differentiated, targeted small group instruction for all grade level and above grade level students in ELA.</p>		
2	<p>A classified instructional assistant will be hired (multiple hours per day for 5 days a week as the budget permits) to support small group differentiated instruction.</p>	<p>All Students: Differentiated, targeted small group instruction in ELA for all low performing students as determined by the 2025 CAASPP and 2024-2025 local assessments, as well as differentiated, targeted small group instruction for all grade level and above grade level students in ELA.</p>	<p>\$15,000 Classified intervention tutor</p>	<p>Title I</p>
3	<p>Substitute teachers will be hired to allow collaboration time 3 times per year for classroom teachers, principal and intervention team.</p>	<p>All Students: Differentiated, targeted small group instruction in ELA for all low performing students as determined by the 2025 CAASPP and 2024-2025 local assessments, as well as differentiated, targeted small group instruction for</p>	<p>\$3,000 Substitute teachers for collaboration time</p>	<p>Literacy Grant</p>

		all grade level and above grade level students in ELA.		
4	<p>The Webster staff will celebrate students after each trimester who have improved their reading ability by a set metric. This metric will be determined by the staff at collaboration meetings. Students who achieve this set benchmark will be publicly acknowledged and celebrated as well as receive some form of recognition to mark their accomplishment.</p> <p>Supplementary supplies such as but not limited to physical education equipment, intervention curriculum for ELA and math and social emotional supplies will be purchased to supplement efforts to improve the academic, physical and social emotional wellbeing of all students.</p> <ul style="list-style-type: none"> • Purchase supplemental curriculum to support intervention for struggling students in ELA and Math. • Purchase PE equipment to support physical, academic and emotional development of all students. • Purchase SEL supplies for students. 	All Students: Differentiated, targeted small group instruction in ELA for all low performing students as determined by the 2025 CAASPP and 2025-2026 local assessments, as well as differentiated, targeted small group instruction for all grade level and above grade level students in ELA.	<p>\$2,000 and Purchase incentives for academic, physical and social emotional improvements.</p> <p>\$5,693 Purchase of supplementary supplies for academics, social emotional and physical education programs. Purchase supplementary curriculum for ELA.</p>	Title I
5	<p>The K-6th grade teachers at Webster will continue to develop and implement CGI techniques and assessments. Additionally, TK - 3rd grade teachers will continue to develop and implement ELA Core instruction techniques to support all students.</p> <p>Webster staff will be trained in and implement new district pacing and assessment protocols in ELA and Math. This includes the usage of the Performance Matters on-line data system.</p>		\$TBD	District Funds
6	<p>Purchase supplemental equipment to support struggling learners such as computer headphones and other needed devices to support assessments and online tutorial programs.</p> <p>Purchase online academic tutorial programs for all TK - 6th grade students in ELA and math to support learning.</p>	All Students	<p>\$2,000 (Supplementary equipment) and</p> <p>\$4,000 (on-line programs)</p>	Title 1
7	<p>Field trips and experiential learning opportunities including but not limited to fostering student growth in the areas of academic, physical and social emotional health.</p>	All Students	\$8,000 Field trips, transportation and other fees (including entrance fees)	Title 1

**Barbara Webster Elementary School School Plan for Student Achievement
Fiscal Year 2025-2026**

8	Purchase library books to support the Accelerated Reader program.	All Students	\$TBD No funds allocated at this time. School Site Council and staff agree to reevaluate the usage of Title I funds during the 2025-2026 school year and possibly allocate funds towards this expenditure if funds become available.	Title I
9	Fringes: These funds will be used to pay the fringe benefits of certificated and classified staff as needed for extra duty time and the classified IA for the Learning Center.	All Students	\$6,000	Title 1

ANNUAL REVIEW

SPSA Year Reviewed: 2024-25

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

The Webster staff successfully held 3 Data Days to analyze student assessments in ELA and math. The Learning Center provided student intervention support all school year to over 100 students a day in ELA and math in grades K-5th. Multiple certificated members of our staff provided after or before school support to students in ELA and math. An instructional assistant tutor was hired and provided support to students in our Learning Center. Library books were purchased for our school library. Myon, Mystery Science and IXL on-line programs were all purchased and utilized by students.

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

The CAASPP scores in ELA and math fell slightly for the 2023-2024 school year.

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

More emphasis was placed during the 2024-2025 school year on student and parent motivation and support. Several parent and student meetings were held by school staff to incentivize students and educate parents in how to support student academic and SEL success as well as how to improve CAASPP scores.

Goal 2:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Webster Elementary community is composed primarily of working-class families. Additionally, many of our parents and guardians do not speak English as a first language. These families often have very little time to volunteer or take part in school activities. The Webster staff therefore strives to create parent engagement opportunities that vary in focus (academics, socio-emotional health, sports and competition, physical health, cultural enrichment and celebration, etc.), vary in the times of day they are held and vary in length of time to accommodate the needs of our community. Further, many of our students lack modern information about nutrition, the importance of physical exercise and techniques to promote social emotional health. Some of our students and families also lack access to the latest techniques and opportunities to practice exercise, meditation and other health promoting practices. The Webster staff will strive to offer opportunities for students to learn about and engage in practices that promote physical and social emotional health as well as academic health and success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use Parent Square to update parents and staff of upcoming events and happenings at school.	On-going monthly	Maintain
Implement parent education nights	2 per year	Maintain
Ongoing student sports competition events.	Weekly	Weekly
PTA meeting attendance	4 parents/guardians	10 parents/guardians
ELAC Meeting Attendance	5 parents/guardians	12 parents/guardians
SSC Meeting Attendance	10 members	Maintain
Back to School Night/Spring Showcase Attendance	100 parents/guardians	150 parents/guardians
Increase parent/guardian attendance at Student-Teacher-Parent Conferences	50%	60% or more
Improved PE program that includes additional PE minutes above the state requirements, a program that supports the overall health of all students.	California Physical Fitness Test for all 5th graders: Average score of 94% across all 5 domains.	Increase average all domains to 97%
Increase parent support in daily school activities: Volunteers in the classroom, support PTA events, etc.	1-2 per year	5-10 per year

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Hold at least 5 SSC and ELAC meetings per year. Encourage parents/guardians to attend all meetings through Parent Square messages which include voicemails, emails and text messages in English and Spanish.	All students with special emphasis on students of low socio-economic background and English language learners.	None	N/A
2	Maintain and grow an active parent teacher organization. Support PTA to have at least 4 general assembly meetings per year. Support fundraising efforts of the group. Support cultural and school improvement and enrichment efforts of the group. Encourage staff members and parents/ guardians to be active members of the group and attend meetings.	All Students	None	N/A
3	Maintain and grow parent education sessions. Sessions will take place at various times during the day to accommodate working parents with varying schedules. These events include: <ul style="list-style-type: none"> ● Parent- teacher conferences ● PBIS meetings with at-risk students and parents/guardians ● Parent/guardian informational and enrichment seminars to support academics and socio-emotional health. ● Provide translation at all of these meetings. ● Provide childcare at many of these meetings. <ul style="list-style-type: none"> ○ The amounts below cover our mandatory \$1,075 of Title 1 funds to support parent and family engagement. 	All Students	\$1,000 Hire personnel to provide translation at parent / guardian meetings and conferences. Pay office staff extra duty to support parent on-line registration (Salary and benefits) \$500 Hire classified personnel for childcare needs (Salary and benefits)	Title I
4	Pay classified staff and clerical staff extra duty time to work with parents after normal school business hours (after 4pm). These hours will be used to support parents with registration. Calling parents to attend upcoming parent / student events and working with parents and the community after normal business hours.	All Students	\$1,000 Classified extra duty \$3,000 clerical extra duty hours	Title 1
5	<ul style="list-style-type: none"> ● Webster will offer an expanded PE program. Grades TK - 5th will have 3 days a week of PE. 6th graders will have 5 days of PE per week. The PE staff will offer instruction and practice to students in strength, speed, power, range of motion, body control and sports specific techniques. 	All Students	\$8,000 Field trips, transportation and other fees (including entrance fees)	LCAP, ELOP, Community Schools Grant

	<ul style="list-style-type: none"> • Webster will offer an after school competitive sports league. The league will offer several competitive sports for all students. The sports may include soccer, wrestling, jiu jitsu, flag football, basketball, track and field, etc. • Students will be taught the basics of the sport and placed in competitive teams. Practices and games will be organized and implemented both during and after school. Parents and community members will be invited to view the games. • Field Trips to competitive sporting events will be offered to students. Trips to see events at local high schools, colleges or other venues will be offered. Trips for students to compete in local competitions will be offered. We will strive to pay for transportation and, if needed, entry fees for competitors. 			
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ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

An after school competitive sports program was offered. Flag football, soccer, basketball, track and field and wrestling training and teams were offered 5 days a week after school. Competitions with other schools were offered on Saturdays. Over 150 different students took part in the programs.

The SSC and ELAC committees met multiple times throughout the year.

The PTO or Bobcat Boosters met multiple times and converted to a PTA organization. This organization, called the Barbara Webster PTA, is now a 501 (3) c nonprofit.

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

Webster lost 1 day per week with our community outreach consultant this year. We did not have as many attendance incentives for our students as the previous year.

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 plan to expand our PTA. We want to create a team of parents that will serve as weekly volunteers in our classrooms. We want to hold more parent engagement nights. We want to do more individual family outreach with the fund from our new Community Schools Grant.

Goal 3:

Increase graduation rates and reduce suspensions and expulsions.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Webster will reduce the overall yearly number of suspensions. Decrease suspensions/expulsions by continuing to implement and expand restorative practices, explicit SEL instruction, and positive behavior interventions and supports school-wide.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of weekly disciplinary office referrals resulting in disciplinary documentation in Q system.	8 per week	5 per week
Number of students suspended due to disciplinary issues.	02.1% of students suspended at least once in a school year.	0.9% of students suspended at least once in a school year.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Continue to train and promote the use of proactive student management strategies with staff. Specifically the use of Student Incentive Charts: <ul style="list-style-type: none"> • Use of class and individual goals for behavior and academic achievement. • Use of student specific goal sheets for students needing more intensive support. • Understanding by certificated and classified staff of Tiers of Support for students including: Student goal setting and incentives, verbal warnings and student choice. 	All Students	\$2,000 Incentives for goal setting	School PTA, Community Schools Grant
2	Continue to train and promote the use of positive self-monitoring and positive reflective behavior amongst students. <ul style="list-style-type: none"> • School-wide anti-bullying assembly to start the school year. • School-wide clarification of school norms and rules for all students in walk-throughs at the start of the school year. • Counselor to continue to hold one to one and small group sessions for students with need for more intensive support. • PBIS meetings with all relevant staff and students with need for more intensive support. 	All Students	\$2,000	Community Schools Grant

	<ul style="list-style-type: none"> • Students will use the Wellness Center. The Wellness Center is a room run by the school counselor and designed to provide students with a safe and supportive environment. • Training and usage by students of calming, self-regulating breathing techniques. • Look into purchasing anti-bullying curriculum to implement either in sports programs or school-wide. 			
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ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

All staff now understand and use the following proactive and reactive PBIS supports: Reflection forms, Tier 2 and 3 Student Incentive Charts, reminder, reflection and break protocols for disruptive students. The Wellness Center operated and provided support to students all year. Numerous parent meetings were held by staff to brainstorm and implement positive behavior support to students.

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

We did not hold an anti-bullying assembly. Rather we held individual class seminars on the dangers of vaping.

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

None

Goal 4:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve School Culture and develop enhanced lines of communication throughout the school and within our community. Improve trust and build strong relationships between staff, students and parents / guardians.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue to improve on-line communication with parents and students via Parent Square.	Post ParentSquare notifications (emails, texts and voicemails as well as posts) monthly.	Maintain
Maintain student incentives for school attendance, AR participation, reading and math achievement and positive behavior.	Maintain all awards including trimester awards, AR awards and other.	Maintain
Student Attendance	20.8% Chronically Absent Students	Less than 15% Chronically Absent Students
Publish and email Weekly Bulletin for staff with updates	1 per week	Maintain
Implement School Wide SEL/Life Skills Curriculum: School Connect and Weekly Community Circles	Reduced number of weekly disciplinary office referrals resulting in disciplinary documentation in Q system under 20 per week.	Reduced number of weekly disciplinary office referrals resulting in disciplinary documentation in Q system under 10 per week.
Create a Community Schools room for Parents and community members to meet and collaborate.	N/A	Add this function on to our Wellness Center Room
Maintain the Wellness Center for students to work with the school counselor and staff on positive school climate activities, hold restorative circles, hold community events.	The Wellness Center is used daily by students and staff.	Maintain

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Implement monthly student attendance awards for students who have good attendance. Award will honor and incentivize students who are only absent from school 2 or less days per month.	All Students	\$1,300	Community Schools Grant
2	Maintain the Accelerated Reader reward system. The system incentivizes students who successfully read and complete AR exams monthly by class and throughout the year based upon individual performance.	All Students	\$2,000	Community Schools Grant PTA funds
3	Continue to promote and expand the use of the BW Wellness Center. The Center will be run by our school counselor. The counselor will run individual and small group SEL times. The Center will also be used as a “safe place” for students having emotional issues on a daily basis.	All Students	\$TBD	Community Schools Grant
4	Improve communication and support for parents and students and staff. Staff will use the various forms of communication available through the Parent Square on-line service. Parents and guardians will receive updates via voicemail, email and texts as well as see recent posts on the Parent Square app. The staff will support parents' needs in regards to on-line registration, supporting parent involvement in school activities, supporting parent and student administrative needs, supporting students to attend school daily and other family needs.	All Students	\$1,000 (Title I) Classified Extra duty pay for parent support in the following areas: Translation, technology, Social Services, truancy, school safety, school administrative support and other family and school needs (Salary and benefits) REPEATED EXPENDITURE \$3,000 Clerical extra duty to pay for office staff to provide after work hours support to families in need of on-line registration support, general parent communication and other parent and community supports and organization	Title I,

**Barbara Webster Elementary School School Plan for Student Achievement
Fiscal Year 2025-2026**

			(Salary and benefits) REPEATED EXPENDITURE	
			\$TBD (Community Schools Grant)	Community Schools Grant
5	Continue to promote the usage by our parents of the Barbara Webster School Garden. Recruit and support parent volunteers to plant, maintain and harvest foods from our school garden. Parents and classes will take responsibility for the garden as a learning environment and source of community gathering and food.	All Students	\$500	School PTA
6	School counselor will engage in professional development to improve the socio-emotional health of students.	All Students	\$1,000 Counselor professional development	Title I

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Parent Square was used as an effective communication tool to parents. The AR reward system was fully implemented. The Wellness Center was used all year by many students as a safe place as well as for community events. The Webster garden was maintained by district personnel. Parents were supported by office staff to complete their on-line registration. The after school sports program thrived and improved. Over 150 students took part in the various sports.

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

None

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

Due to the Community Schools Grant, Webster will be adding a full time Community Schools Coordinator and a full time Outreach Coordinator. These positions will work with existing staff to improve the positive school climate, attendance rates, parent engagement and parent outreach and support.

Goal 5:

Continue to develop and increase the English language skills of all ELL and language struggling students.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our ELL students have historically struggled to attain language proficiency skills. We want to continue to target our ELL and other language strugglers with our designated and integrated ELD work.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment 2022-2023	46.5% of ELLs are making progress towards English Language Proficiency	60% of ELLs are making progress towards English Language Proficiency

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p>Teaching staff meets 3 times per year to review and monitor the progress of all students in the area of ELA. CAASPP scores, local assessment reading scores (Literably and Rigby), ELD scores (ELPAC) and writing scores (district benchmark assessments) are reviewed by all grade levels, principal and academic intervention team (RSP teacher, reading specialists, classified tutor and grade level teachers). The Webster intervention team creates and implements plans to improve daily instruction as well as targeted differentiation and small group instruction. Below grade level students in grades K-5th receive targeted intervention instruction 45 minutes per day, 5 days a week.</p> <p>Substitute teachers will be hired to allow collaboration time 3 times per year for classroom teachers, principal and intervention team.</p> <p>Teacher payment for extra duty time for grade level leaders' meetings after school as well as other collaboration, student intervention and professional development time.</p>	All ELL Students: Differentiated, targeted small group instruction in ELA for all low performing ELL student as determined by the 2025 CAASPP and 2025-2026 local assessments as well as differentiated, targeted small group instruction for all grade level and above grade level students in ELA.	<p>\$2,000 (Literacy Grant for subs)</p> <p>\$5,000 Teacher extra duty REPEATED EXPENDITURE</p>	<p>Literacy Grant</p> <p>Title 1</p>
2	Classified intervention tutor will be needed to support small group differentiated instruction.		<p>\$15,000 Classified intervention tutor REPEATED EXPENDITURE</p>	Title 1

3	<p>Certificated teaching staff recruited to plan and implement after school tutoring in math and ELA to all grades K-5th with priority being students in grades 3rd – 5th.</p> <ul style="list-style-type: none"> • Every grade will have at least 1 certificated tutor to serve at least 10 students. • The student rosters will vary based upon CAASPP scores and math unit assessment scores. • Goal is for each grade to have 1-2 certificated after school teachers for 1-3 days a week after school from September 2025 to May 2026. 	<p>All Students: Increase academic performance of all ELL students in math and ELA with emphasis on math in grades 3rd – 5th as measured by the CAASPP.</p>	\$TBD	District Funds Literacy Grant
4	<ul style="list-style-type: none"> • Teachers will designate daily time to hold designated ELD time. • Teachers will work to provide integrated ELD opportunities during all math, ELA, science and social studies times daily. 	<p>Continue to provide set designated ELD teaching time every day. ELL students are set into homogeneous groups based upon CAASPP scores, ELPAC scores and local assessments. Students are given standards-based lessons using district ELA curriculum tools. Further, all ELL students and other language strugglers will receive daily integrated ELD in all disciplines daily as part of their daily work.</p>	None	N/A

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

The Webster staff continued to offer effective, differentiated ELD instruction. Teachers used the previous year's ELPAC scores to appropriately group students by language level and provide 30 minutes of daily ELD. Our district provided extensive training in Core ELA and CGI math to support teacher efficacy for ELL students.

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

None

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 will continue to implement the techniques taught in the above listed professional development.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$54,194.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$20,300.00

Overall total of funds included for this school: **\$74,494.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$54,194.00

Subtotal of additional federal funds included for this school: **\$54,194.00**

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 (\$)
Literacy Grant 2025-2026 Allocation	\$5,000.00
LCAP / ELOP 2025-2026 Allocation	\$8,000.00
Community Schools Grant 2025-2026 Allocation	\$7,300.00

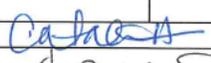
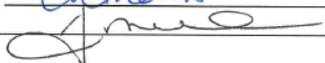
Subtotal of state or local funds included for this school: **\$20,300.00**

Total of federal, state, and/or local funds for this school: **\$74,494.00**

Title I Allocations – 2025-2026

2022-2023⁵ Title 1 Budget Name of School: Barbara Webster

		Resource	Title I	Remarks
		Allocation: 25-26	\$54,194.00	Updated 4-28-25 1,075 Parent engagement
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes		Data Day and other collaboration meetings.
1103	1000	Tchr. Extra Duty	5,000	Teachers extra duty for tutoring, collaboration, planning
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	15,000	Instructional IA for intervention services
2103	1000	IA Extra Duty - Translating	1,000	Translating for conferences.
2200	2420	Library Asst.		
2203	2420	Library extra duty		
		Classified Extra Duty	1,000	CSA, instructional assistants
2403	2700	Cler. Extra Duty	3,000	Office staff to support parents with registration
2940	1000	Noon Duty	500	Child care to support parent information meetings
3000	1000	Fringes	6,000	
4200	1000	Other Books- students	2,000	Supplementary curriculum for intervention programs
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	5,694	Supplementary materials to support ELA, math, PE, social emotional learning and AVID
4300	2420	Supplies - Library		Accelerated Reader Books for school library
4300	2495	Supplies – Parent Inv.		
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology	4,000	IXL, Mystery Science and other programs.
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	1,000	
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair	2,000	Technology: Supplementary equipment to support
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst		
5850	1000	Study Trips		
5860	1000	Transportation	8,000	Technology: Supplementary equipment to support

Total Spent		
Available Balance		
SSC Chair Signature: <u></u>	Date: <u>5-7-25</u>	
Principal Signature: <u></u>	Date: <u>5-7-25</u>	

References

2023-2024 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	47	45	45	4.44%	24.44%	28.89%	42.22%
Male	29	28	28	3.57%	28.57%	14.29%	53.57%
Female	18	17	17	5.88%	17.65%	52.94%	23.53%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	47	45	45	4.44%	24.44%	28.89%	42.22%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	40	39	39	5.13%	20.51%	30.77%	43.59%
English Learners	26	24	24	0.00%	12.50%	29.17%	58.33%
Students with Disabilities	12	12	12	0.00%	16.67%	0.00%	83.33%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	6	6	*	*	*	*

	Mathematics						
	2023-24						
	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	47	47	47	12.77%	10.64%	25.53%	51.06%
Male	29	29	29	13.79%	13.79%	27.59%	44.83%
Female	18	18	18	11.11%	5.56%	22.22%	61.11%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	47	47	47	12.77%	10.64%	25.53%	51.06%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	40	40	40	15.00%	12.50%	25.00%	47.50%
English Learners	26	26	26	0.00%	11.54%	23.08%	65.38%
Students with Disabilities	12	12	12	0.00%	0.00%	3.33%	66.67%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	6	6	*	*	*	*

2023-2024 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	45	44	44	15.91%	25.00%	22.73%	36.36%
Male	25	25	25	16.00%	28.00%	20.00%	36.00%
Female	20	19	19	15.79%	21.05%	26.32%	36.84%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	45	44	44	15.91%	25.00%	22.73%	36.36%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	43	42	42	14.29%	26.19%	21.43%	38.10%
English Learners	15	15	15	6.67%	13.33%	20.00%	60.00%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2023-24						
	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	45	45	45	13.33%	15.56%	46.67%	24.44%
Male	25	25	25	12.00%	16.00%	60.00%	12.00%
Female	20	20	20	15.00%	15.00%	30.00%	40.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	45	45	45	13.33%	15.56%	46.67%	24.44%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	43	43	43	9.30%	16.28%	48.84%	25.58%
English Learners	15	15	15	6.67%	6.67%	46.67%	40.00%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

2023-2024 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	42	40	40	7.50%	15.00%	22.50%	55.00%
Male	17	15	15	6.67%	13.33%	20.00%	60.00%
Female	25	25	25	8.00%	16.00%	24.00%	52.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	41	39	39	7.69%	15.38%	20.51%	56.41%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	39	37	37	8.11%	13.51%	24.32%	54.05%
English Learners	17	15	15	0.00%	0.00%	13.33%	86.67%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2023-24						
	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	42	42	42	0.00%	9.52%	33.33%	57.14%
Male	17	17	17	0.00%	11.76%	35.29%	52.94%
Female	25	25	25	0.00%	8.00%	32.00%	60.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	41	41	41	0.00%	9.76%	34.15%	56.10%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	39	39	39	0.00%	7.69%	30.77%	61.54%
English Learners	17	17	17	0.00%	0.00%	35.29%	64.71%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

School-Parent/Home Compact

Barbara Webster Elementary School 2025-2026
Revised by School Site Council 5-7-25

School-Parent-Student Compact

Barbara Webster Elementary School (BW), its students, and their parents agree on the responsibilities of each party listed below. A contract version of this compact will be distributed to parents and students separately from the Parent Involvement Policy, for each party to sign and for the school to keep on record.

School Responsibilities

- BW will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state academic standards.
BW will involve parents in planning, reviewing, and improving school policies and programs through our School Site Council, our ELAC group and our monthly parent meetings.
BW will encourage students to work hard and assist them in developing their talents.
BW will provide a safe, engaging, and challenging learning environment.
BW will assist parents in understanding their child's academic assessments.
BW will update parents periodically and in a timely manner as to the academic progress of their child.
BW will provide information to parents in a language they understand.
BW will invite all parents to a monthly informational meeting. School information, school planning and parent education will occur at these monthly meetings.

Parent Responsibilities

- Parents will assist their children with assignments as needed.
Parents will encourage their children to perform well in school and put forth maximum effort.
Parents will make sure their children attend school every day.
Parents will read notices from school and respond appropriately.
Parents will participate in school activities such as Back to School Night, parent-student-teacher conferences, and parent councils.
Parents will review their children's report cards and academic assessment reports with them.
Parents will encourage their children to discuss their academic and professional goals.
Parents will volunteer to contribute their time and talents as need by BW.

Student Responsibilities

- Students will do their best to work hard, be responsible, and cooperate with their parents, teachers, and peers.
Students will come to school every day and attend all of their classes on time.
Students will participate in parent-teacher-student conferences and inform their families about school activities and events.
Students will complete their class work and homework assignments on time, and will ask for help when needed.
Students will discuss their report card grades, academic assessment results, and academic goals with their family.
Students will treat their parents, school staff and volunteers, and peers with courtesy and respect.
Students will act responsibly with all technology at home and at school.

Parent/Guardian signature

Student signature

Comments:

Parent Engagement Policy

Santa Paula Unified School District**Barbara Webster Elementary
Parental Engagement Policy
2025 – 2026**

Barbara Webster Elementary has developed a written Title I parent and family engagement policy with input from Title I parents and family members. Webster invites parents to provide input during parent committees such as SSC, PTO and ELAC, during parent conferences or Student Study Team and school surveys distributed at least annually. Webster has distributed the policy to parents and family members of Title I students. The policy is distributed at the beginning of each school year through opening day packets or Parent Information Night and to any students who enroll after that date during the school year. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

I. Engagement of Parents in the Title I Program

To involve parents and family members in the Title I program at Barbara Webster Elementary, the following practices have been established:

- a. The school convenes an annual meeting to inform parents and family members of their school's participation in the Title I program and to explain the requirements and the right of the parents and family members to be involved. (20 USC 6318(c)(1)). Additionally we engage the following practices each year:
 - Communicate with parents about school-wide our classroom policies and procedures and invite parent classroom helpers at Parent Information Nights throughout the school year.
 - Invite parents to discuss school concerns when on campus for SSC, Student Study Team meetings, ELAC, PTO and when concerns arise.
 - All parent meetings will have Spanish translations available.
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2)). Additionally we engage the following practices each year:
 - We will hold a Parent Information Night at the beginning of the school year. Each class will present information in English and Spanish.
 - Convene with English Language Advisory Committee (ELAC) at least three times a year to establish communication and English Language Learner Plan. Babysitting and translation are available at each meeting.
 - Invite parents to PTO meetings at least three times a year for the purpose of parental involvement and input.
 - At least two Family Nights with the focus on Reading and Math will be advertised and parents will be invited to participate in activities with their children in the classroom.
 - Kindergarten Orientation will inform parents of the kindergarten program, address parent questions, and invite parent classroom help.
- c. The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318(c)(3)) Additionally we engage the following practices each year:

- We will revise our School Parental Involvement Policy annually with input from SSC, PTO and ELAC.
- A survey will be sent home to every family in English and Spanish soliciting their input and suggestions for school improvement.

d. The school provides parents of participating students with the following:

1. Timely information about the Title I program. (20 USC 6318(c)(4)(A))
 - Annual Title 1 meeting at Parent Information Night.
 - Parent Committee meetings such as ELAC, SSC, and PTO.
 - School Accountability Report Card
2. An explanation of the curriculum in use at the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318(c)(4)(B))
 - Parent Information Nights
 - Parent Teacher Conferences/Meetings
 - IEP or SST Meetings
 - ELAC, SSC, PTO meetings
 - School Accountability Report Card
3. If requested by parents, the school provides opportunities for regular meetings that allow parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. (20 USC 6318(c)(4)(C))
 - Student Success Team (SST) Meetings
 - ELAC Meetings
 - School Site Council Meetings
 - PTO Meetings
 - Expanded Learning Meetings

II. School-Parent Compact

Barbara Webster Elementary distributes to parents and family members of Title 1 students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes a specific ways the school and families will partner to help children achieve the challenging State academic standards. [20 USC 6316(d)] The separate school-parent compact addresses the following legally required items, and may include other items suggested by parents and family members of Title 1 students.

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. [20 USC 6316(d)(1)]
- The ways parents will be responsible for supporting their children's learning. [20 USC 6316(d)(1)]
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences***; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; opportunities to observe classroom activities; and regular two-way

meaningful communication between family members and school staff in a language that family members can understand. (20 USC 6316(d)(2)(A)-(D) inclusive]

- Compacts are reviewed/updated annually by staff and School Site Council
- Compacts are distributed in Opening Day Packets and at the time of registration for new students

***Parent teacher conferences are required in elementary schools, at least annually [20 USC 6316(d)(2)(A)]

III. Building Capacity for Involvement

Barbara Webster Elementary engages Title 1 parents and family members in meaningful interactions with the school. It supports a partnership among the school, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))

- Presentations at parent meetings-PIN, ELAC, SSC and PTO
- Family Nights focused on Literacy, Math, STEM

b) The school provides parents with materials and training to help them work with their children to improve their children's achievement. (20 USC 6318(e)(2))

- Family Nights
- ELAC meetings
- Student Study Team Meetings
- Parent Teacher Conferences

c) With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. (20 USC 6318(e)(3))

- Staff Meetings
- Professional Collaboration Time
- ELAC, PTO and SSC meetings
- Training/Conferences for staff in working with parents

d) The school, to the extent feasible and appropriate, coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318(e)(4))

- District Parent Center
 - Parent Education classes
- e) The school ensures that information related to school and parent programs, meetings, and other activities to parents and family members is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318(e)(5))

Parent Meetings are presented in both English and Spanish. Other languages are translated for parents in IEPs, Student Study Team meetings, parent-teacher conferences if translators can be secured

- f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318(e)(14))
- Flexible Meeting Times
 - Suggestions from SSC, PTO and ELAC
 - Annual Survey results will be used to evaluate programs

- **Accessibility**

Barbara Webster elementary to the extent practicable, provides opportunities for the informed participation of all parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports, to the extent practicable, are provided in a format and language that parents and family members can understand. (20 USC 6318(f))

- Spanish translators
- Bilingual assistance for parents as needed for registration, health or other situations
- Flexible meeting times with school staff-before, during or after school
- ADA accessible campus

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of Title I children.*

Parent Involvement Calendar

Barbara Webster Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2025-2026 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.

<p>July</p>	<p>January SSC Meeting Friday sports events</p>
<p>August</p> <p>Back to School Night SSC meeting Friday sports events</p>	<p>February</p> <p>SSC Meeting ELAC / General parent meeting Friday sports events Book Fair</p>
<p>September</p> <p>Prop 227 Meeting and ELAC Chocolate Sales Fundraiser PTA meeting ELAC meeting / general parent meeting Friday sports events</p>	<p>March</p> <p>Read Across America Parent Conferences Trimester Awards Assemblies SSC Meeting ELAC / General parent meeting LCAP meeting Friday sports events PTA Meeting</p>
<p>October</p> <p>SSC meeting Red Ribbon Week Halloween Parade Friday sports events</p>	<p>April</p> <p>Friday sports events SSC Meeting ELAC Meeting</p>
<p>November</p> <p>ELAC / General Parent Meeting Parent Conferences Trimester Awards Assembly Turkey Trot PTA Meeting Friday sports events</p>	<p>May</p> <p>ELAC / General parent meeting Friday sports events PTA meeting</p>
<p>December</p> <p>Friday sports events</p>	<p>June</p> <p>Field Day Final Awards Assembly</p>

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 day long “data day” meetings. These meetings are planned by the principal to include professional development and data analysis. 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. In addition to this, staff meetings and staff development sessions frequently provide opportunities for collaboration and professional development.

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. Principal Jeff Madrigal provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. He provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2025-2026 school year, Barbara Webster’s teachers will focus on the following staff development topics:

1. Physical and Nutritional Health of all students and staff:
 - PE staff will engage in a summer PE training in-service.
 - All teaching staff will work with various agencies and curriculum to adopt and teach an anti-bullying program to our students.
2. Academic Growth:
 - A. ELA: Webster staff will attend all district provided professional development. This professional development will continue the TK - 2nd grades work with the Core Literacy Group.
 - B. Math: Webster staff will attend all district provided professional development. This professional development will continue the K-6th grades work with the CGI math coaching and training staff.
 - C. Webster staff may engage in writing professional development.

School Accountability Report Card



BARBARA WEBSTER ELEMENTARY SCHOOL

ACADEMY OF SPORTS AND HUMAN HEALTH

1150 Saticoy Street • Santa Paula, CA 93060 • (805) 933-8930 • Grades TK-6

Jeff Madrigal, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2023-24 ACTIVITY PUBLISHED IN 2024-25

Principal's Message

The Barbara Webster Academy for Sports and Human Health strives to create an environment where Preschool - 6th grade students can grow and improve everyday in every way. We offer an exceptional elementary education that teaches students how to improve their skills academically, socially, emotionally and physically.

Academically we offer an excellent reading program that teaches students the fundamentals of reading as well as how to apply those skills to use reading as a tool to engage with and understand the world. We offer a math curriculum that promotes exploration over routine and teaches students to be curious. Socially and emotionally we offer students a safe space to explore who they are in relation to other people. We are one of the only elementary schools in the state to offer a Wellness Center where students can work through trauma, social conflict and receive mentoring from our staff. Physically we offer nutrition classes and a powerful physical education program. The PE program offers an in-school fitness program that focuses on multiple modalities including range of motion, speed, strength and sports specific techniques. This year we will be teaching students how to play soccer, flag football and basketball as well as track and field. Further, for our 3rd -6th grade students we offer after school competitive sports leagues for soccer, flag football, basketball and track and field. Our 3-6th grade students take part in weekly practices as well as competitive games or meets every Friday and Saturday.

We hope to add more growth opportunities for our students in the future. We want our Webster graduates to be fully actualized humans in all areas of their lives.

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 2023-24 school year, the

District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% 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 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.7%	TK	31
Male	49.3%	Kinder	41
Non-Binary	0.0%	Grade 1	40
American Indian or Alaskan Native	0.3%	Grade 2	43
Asian	0.9%	Grade 3	50
Black or African American	0.0%	Grade 4	48
Filipino	0.0%	Grade 5	41
Hispanic or Latino	95.3%	Grade 6	49
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	3.5%		
English Learners	53.1%		
Foster Youth	0.0%		
Homeless	9.9%		
Migrant	1.7%		
Socioeconomically Disadvantaged	86.0%		
Students with Disabilities	21.9%		
		Total Enrollment	343

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

Board of Trustees

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Educational Services

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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 November 2024.

Barbara Webster Elementary School

During the 2023-24 school year, Barbara Webster Elementary served 343 students in grades TK-6. Student enrollment included 53.1% qualifying for English learner support, 21.9% students identified with a disability, 86% enrolled in the Free or Reduced Price Meal program, 1.7% migrant, and 9.9% 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 appropriated 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

- Chaperone Field Trips
- Classroom Helper
- Bobcat Boosters
- Fundraising Activities
- Parent Involvement Meetings

Committees

- English Learner Advisory Committee
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Parent District Advisory Committee (PDAC)
- Bobcat Boosters
- School Site Council

School Activities

- After School Sports Leagues
- Back to School Night
- Día de los Muertos
- Friday Night Sports Competitions
- Monthly Nutritional Lessons (from Rainbow Chef's Academy - PreK-6)
- Parent Meetings
- Open House
- Saturday Sports Competition (Intercity)
- Spring Art Show
- Spring Performances
- Student Recognition Assemblies (Semesterly)

School News

Parents stay informed on upcoming events and school activities through flyers, monthly newsletters our Barbara Webster website, and ParentSquare notifications. Contact the principal or the school office at (805) 933-8930 for more information on how to become involved in your child's learning environment.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	BWES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	11.9	14.29	14.59	15.95	30.29	30.73

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

Double dashes (-) appear in the table when the number of students is ten or fewer, 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 receive scores.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	43	42	97.67%	2.33%	14.29%
Female	25	25	100.00%	0.00%	20.00%
Male	18	17	94.44%	5.56%	5.88%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	41	41	100.00%	0.00%	14.63%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	35	34	97.14%	2.86%	17.65%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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) 2023-24										
	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	189	182	96.30%	3.70%	28.02%	189	189	100.00%	0.00%	16.40%
Female	86	82	95.35%	4.65%	29.05%	86	86	100.00%	0.00%	12.79%
Male	103	100	97.09%	2.91%	28.00%	103	103	100.00%	0.00%	19.42%
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	186	179	96.24%	3.76%	27.89%	186	186	100.00%	0.00%	16.67%
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	83	78	93.98%	6.02%	11.54%	83	83	100.00%	0.00%	6.02%
Foster Youth										
Homeless	20	18	90.00%	10.00%	44.44%	20	20	100.00%	0.00%	25.00%
Military										
Socioeconomically Disadvantaged	152	146	96.05%	3.95%	26.03%	152	152	100.00%	0.00%	15.78%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	47	47	100.00%	0.00%	12.77%	47	47	100.00%	0.00%	4.28%

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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						
	BWES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	29	26	29	34	46	47
Mathematics	24	16	16	20	34	35

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

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

California Physical Fitness Test Results 2023-24					
Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

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.

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/cal/.

Physical Fitness

In the spring of each year, Barbara Webster 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/pt/.

School Facilities & Safety

Barbara Webster Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in the 1920s; 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:

- 2023-24 Campus Improvements:**
- Replacement of preschool windows
 - Moisture abatement and repairs at preschool storage room
 - MPR mural
 - HVAC installation in room 11
 - Drinking fountain replacement
 - Soundproofing of room 11
 - Preschool window coverings
 - Subflooring replacement in room 19

- 2024-25 Planned Campus Improvements:**
- Kitchen modernization / addition
 - Flooring replacement in room 19

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 two evening custodians (one full-time and one part-time) are assigned to Barbara Webster Elementary. The day custodian is responsible for:

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

Campus Description	
Year Built	1920s
	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	0
# of Restrooms (student use)	3 sets
Preschool	2
Library	1
Multipurpose Room/Cafeteria	1
Learning Center	1
Playground	1
Staff Lounge/Teacher Work Room	1

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

- Classroom cleaning
- Kitchen cleaning
- Restroom cleaning

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

Deferred Maintenance

Barbara Webster Elementary School had deferred maintenance projects completed in 2023-24 in the amount of \$10,000. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for subfloor replacement projects.

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 Barbara Webster Elementary School took place on October 28, 2024. 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 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barbara Webster 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 January 2025.

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, one yard duty supervisor and one teacher are strategically assigned to designated entrance areas and the playground, and cafeteria staff monitor student activity while at breakfast in the cafeteria. During recess teachers monitor playground activity. Cafeteria staff monitor lunch time activity while students are in the cafeteria, and five yard duty supervisors monitor activity on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

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 and provide their state-issued ID, which is run through the Verkada system. They are then provided with a visitor's badge to wear at all times and are expected to check out upon leaving the school campus.

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, and self-esteem building activities. Additionally, the STAR Nova program offers sports, games and recreation. The afterschool competitive sports leagues consists of the following: the garden club; the academic ambassador's club; flag football; basketball; soccer; track and field; jujitsu; and wrestling. These sports leagues are open to students in grades 3-6.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	October 28, 2024			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
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 (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	365	76	20.80%
Female	197	184	48	26.10%
Male	186	181	28	15.50%
Non-Binary				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American				
Filipino				
Hispanic or Latino	385	350	71	20.30%
Native Hawaiian or Pacific Islander				
Two or More Races				
White	14	11	4	36.40%
English Learners	204	200	38	19%
Foster Youth				
Homeless	48	46	16	34.80%
Socioeconomically Disadvantaged	335	321	68	21.20%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	88	24	27.30%

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

Suspensions and Expulsions									
	BWES			SPUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	0.89%	1.85%	2.09%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	N/A

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

Suspensions & Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.09%	0.00%
Female	0.51%	0.00%
Male	3.76%	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	2.19%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.47%	0.00%
Foster Youth	0.00%	0.00%
Homeless	4.17%	0.00%
Socioeconomically Disadvantaged	2.09%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.33%	0.00%

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

Student Recognition Programs

Barbara Webster Elementary School recognizes students for their achievement every semester by giving out certificates, ribbons, prizes, and various other awards at student recognition assemblies once per semester.

Discipline & Climate for Learning

Students at Barbara Webster Elementary School are guided by specific rules and classroom expectations that promote respect, safety and responsibility. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Barbara Webster Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. These principles are guided in part by a schoolwide participation in a Positive Behavioral Interventions and Supports (PBIS) program. With PBIS, students are empowered to take proactive steps that address their own needs, while simultaneously being directed away from the chain reaction of punishment that leads to feelings of low self worth. Teachers are able to easily reward students with specific, personalized responses that address their unique experiences; as well as reinforce them for communicating openly with a trusted adult, and forging a durable, lifelong behavior pattern that promotes fulfilling relationships. All teachers in grades K-5 are in the process of reading and implementing aspects of this philosophy.

Parents and students are informed of discipline policies at the beginning of each school year through a District Annual Parent Handbook and newsletters.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Barbara Webster Elementary School for the 2023-24 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	2021-22		
		Number of Classes*	1-20	21-32
K	16.0	3	1	
1	24.0		2	
2	23.0		2	
3	19.0	2		
4	21.0	1	1	
5	27.0		2	
Other**	8.0	3		
2022-23				
K	19.0	2	1	
1	23.0		2	
2	21.0	1	1	
3	24.0		2	
4	20.0	2		
5	21.0		2	
Other**	9.0	3		
2023-24				
K	18.0	2		
1	19.0	2		
2	21.0	1	1	
3	24.0		2	
4	23.0		2	
5	20.0		2	
Other**	8.0	3		

*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.

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are 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 2023-24 school year, Barbara Webster Elementary provided site-based staff development after school at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Cognitively Guided Instruction in Math
- Core Phonics Instruction
- Project-Based Learning (PBL)
- Social Emotional Learning (SEL)
- Sports & Human Health Sciences
- Writing

During the 2022-23, 2023-24, and 2024-25 school years, Barbara Webster Elementary School's staff had the opportunity to attend the following workshops offered by the Santa Paula Unified School District:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
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 	
2023-24	2 days
<ul style="list-style-type: none"> • Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training 	
2024-25	2 days
<ul style="list-style-type: none"> • CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment 	

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 September 25, 2024, 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 2024-25-5 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 2024-25 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.

The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

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. Barbara Webster 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

Barbara Webster Elementary School provides English Language Learner (ELL) students with English Language Development (ELD) instruction within their regular classrooms. Students receive 30 minutes daily in kindergarten through second grade and 45 minutes daily for students in third through fifth grades. English Language 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

Barbara Webster Elementary School provides several reading and math intervention programs to meet the needs of those students not meeting

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%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	1	2	2
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1	2	2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	11.7	12.5
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	0	0

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

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)	14	87.5	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)	1	6.25	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	1	6.25	10.2	4.47	18854.3	6.86
Total Teaching Positions	16	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)	15.8	88.78	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	11.22	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	0.93	11953.1	4.28
Unknown	0	0	7.2	3.03	15831.9	5.67
Total Teaching Positions	17.8	100	238.7	100	279044.8	100

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	86.67	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	8.89	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	0.91	11746.9	4.23
Unknown	1	4.44	8.7	3.34	14303.8	5.15
Total Teaching Positions	22.5	100	261.8	100	277698	100

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

state proficiency standards. We offer in school and after school intervention programs. We use district baseline assessments determine the reading and math levels and needs for each student. During the school day our Learning Center provides reading intervention to upwards of 100 students a day in a small groups. The Learning Center team of specialist teachers monitor their students' progress periodically in order to move each child towards grade level skills. We also offer after school tutoring in math.

Professional Staff

Support Services Staff

Barbara Webster 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 Barbara Webster 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 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	1.0
Library Clerk	1	0.8
Nurse	As needed	
Psychologist	1	1.0
Occupational Therapist	As needed	
Speech/Language/Hearing Specialist	As needed	
District Mental Health Counselor	As needed	
PE Teacher	1	1.0
Outreach Consultant	1	0.2
RSP Teacher	1	0.8

*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.

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at Barbara Webster 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 Barbara Webster 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.

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 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 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 2022-23		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	88,653	85,396
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

SARC Data

DataQuest

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Barbara Webster 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.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	BWES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	18,464	N/A	N/A	N/A	N/A
Restricted (Supplemental)	6,148	N/A	N/A	N/A	N/A
Unrestricted (Basic)	12,316	10,184	120.9%	10,771	94.6%
Average Teacher Salary	93,747	90,423	N/A	87,655	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 2022-23 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)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Communities for School Success Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

School Site Council Bylaws

BARBARA WEBSTER SCHOOL SITE COUNCIL
BYLAWS

ARTICLE I

NAME OF COUNCIL:

The name of this council shall be the Barbara Webster School - School Site Council.

ARTICLE II

PURPOSE OF COUNCIL:

The purpose of the Webster School - School Site Council shall be to:

Develop and recommend the Single Plan for Student Achievement (SPSA).

Have an ongoing responsibility to review with the principal, teachers and other personnel and pupils the implementation of the SPSA and to assess periodically the effectiveness of the program.

Annually review the SPSA, establish a new school budget consistent with the Education Code, and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

Take other actions as required by the Education Code and the school district's governing body.

ARTICLE III

MEMBERSHIP OF THE COUNCIL:

Section 1

The council shall be composed of the principal and representatives of 3-5 teachers elected by teachers at the school, one (1) other personnel elected by other school personnel at the school 3-5 parents of pupils attending the school or community members elected by such parents.

The council shall be constituted to ensure parity between:

- (a) the principal, classroom teachers and other school personnel
- (b) parents or other community members selected by the parents.

Classroom teachers shall comprise the majority of those persons representing school staff.

The members shall fairly represent the social, economic and ethnic balance of the school population.

Section 2

All members shall serve for a two (2) year term. Members may be re-elected for succeeding terms.

A position shall be deemed vacant if a member misses three consecutive meetings without notifying the SSC or the Principal of his/her intentions to continue as a representative or if he/she notifies the SSC or Principal of his/her resignation either verbally or in writing. The council may determine whether to a) appoint the candidate with the next highest number of votes who was included on the last ballot, or b) hold an election to fill the vacancy for the remainder of the member's term.

ARTICLE IV

OFFICERS OF COUNCIL:

The officers of this council shall be a chairperson, a vice-chairperson, a recording/corresponding secretary and such other officers as the council may deem desirable.

ARTICLE V
MEETING AND QUORUM OF COUNCIL:

Section 1

The Webster School - School Site Council shall hold no less than five meetings during the school year.

Section 2

Special meetings may be called by the principal, chairperson, or by a majority vote of the Webster School - School Site Council.

Section 3

The Webster School - School Site Council shall hold its meetings in a facility provided by the school.

Section 4

All meetings of the Webster School - School Site Council shall be publicized so that all interested persons may attend.

Section 5

A simple majority of the membership shall constitute a quorum.

ARTICLE VI
AMENDMENT:

These bylaws may be amended at any regular meeting by a two-thirds vote of the membership.

ARTICLE VII
DUTIES OF COUNCIL OFFICERS:

It shall be the duty of all council members to:

Attend all meetings or provide an alternate when it is impossible to attend in person. Such alternates shall have full voting privileges.

Accept positions of officers or subcommittee members when so appointed or elected unless unable to carry out the duties entailed.

ARTICLE VIII
ELECTION OF OFFICERS:

Section 1

All officers shall be elected at the September meeting.

Section 2

New officers shall assume their duties at the September meeting.

Section 3

No member shall hold the same office more than two years in succession.

Section 4

Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

ARTICLE IX

Section 1

A notice shall be sent to all parents, announcing vacancies on the council. Candidates may be nominated by another individual or by self-nomination. Elections will be held prior to the October meeting.

Section 2 At the first staff meeting each year, the principal will announce teacher vacancies on the council. Teacher representatives may be nominated by another individual or by self-nomination. Teacher representatives shall be elected by their peers during the meeting.

Section 3 A notice shall be sent to all other personnel, announcing vacancies on the council. Each candidate shall notify the principal of his/her interest in having his/her name placed on the ballot. Elections will be held prior to the October meeting and other representatives shall be elected by their peers.

ARTICLE X

OPERATING RULES:

Roberts Rules of Order will be the guide for the Barbara Webster School - School Site Council.