

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



**Thelma B. Bedell Elementary School**

**STREAM Academy**

**56 76828 6055610**

## **Contact Information:**

**Nancy Nasr, Principal**

**[nasr@santapaulausd.org](mailto:nasr@santapaulausd.org)**

**1305 Laurel Road**

**Santa Paula, CA 93060**

**(805) 933-8951**



**Revised September 2025**

**Fiscal Year 2025-2026**

*(This page intentionally left blank)*

**Table of Contents**

---

The School Plan for Student Achievement ..... 2

Recommendations and Assurances ..... 3

School Site Council Membership ..... 4

English Language Advisory Council (ELAC) Membership ..... 5

District information ..... 6

    District Profile ..... 6

    District Vision ..... 6

    District Mission ..... 6

    District LCAP Goals ..... 7

School Information ..... 8

    School Profile ..... 8

    School Mission ..... 8

    Student Enrollment by Grade ..... 9

    Student Enrollment by Ethnicity ..... 9

    Student Enrollment by Subgroup ..... 10

    Comprehensive Needs Assessment ..... 10

    Violence Prevention, Bully Prevention, and Student Safety ..... 11

    Nutrition Programs & Fitness Programs ..... 11

    Extended Learning Programs ..... 12

School Plan for Student Achievement ..... 13

Plan Description ..... 13

Educational Partner Involvement ..... 13

Comprehensive Needs Assessment ..... 13

Resource Inequities ..... 14

Goals, Strategies/Activities, and Expenditures ..... 15

Budget ..... 28

References ..... 30

    2023-2024 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics ..... 30

    2023-2024 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics ..... 31

    2023-2024 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics ..... 32

    2023-2024 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics ..... 33

    School-Parent/Home Compact ..... 34

    Family Engagement Policy ..... 35

    Parent Involvement Calendar ..... 38

    Professional Development Plan ..... 39

    School Accountability Report Card ..... 40

    School Site Council Bylaws ..... 48

---

## 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:

Nancy Nasr, Principal  
Thelma B. Bedell Elementary School  
1305 Laurel Rd.  
Santa Paula, CA 93060  
(805) 933-8951  
[nnasr@santapaulausd.org](mailto:nnasr@santapaulausd.org)

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

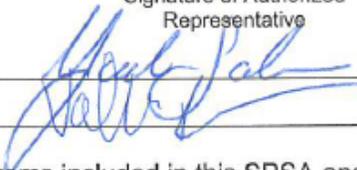
**Recommendations and Assurances**

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

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

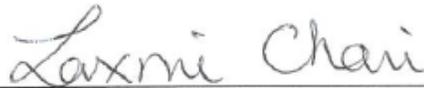
English Learner Advisory Council  
Leadership Team

Signature of Authorized Representative

  
\_\_\_\_\_

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/8/2025.

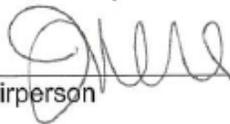
Attested:



\_\_\_\_\_  
Laxmi Chari, Principal

5/8/2025

\_\_\_\_\_  
Date



\_\_\_\_\_  
SSC Chairperson

5/8/2025

\_\_\_\_\_  
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:

<b>Name of Members</b>	<b>Principal</b>	<b>Certificated Staff</b>	<b>Other Staff</b>	<b>Parent or Community Member</b>	<b>Student</b>
Laxmi Chari	X				
Yvette Elizondo		X			
Mayra Regalado		X			
Yudic Saldivar		X			
Scott Turner			X		
Alexa Cabrera				X	
Cynthia Calderon				X	
Elide Dionicio				X	
Carlos Herrejon				X	
Jackie Vera				X	
Number of members in each category	1	3	1	5	

**English Language Advisory Council (ELAC) Membership**

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

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

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

- The ELAC has voted to give governance to the SSC on this date: \_\_\_\_\_.
- The name of the parent ELAC representative to SSC is: \_\_\_\_\_.

## District information

---

### District Profile

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

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

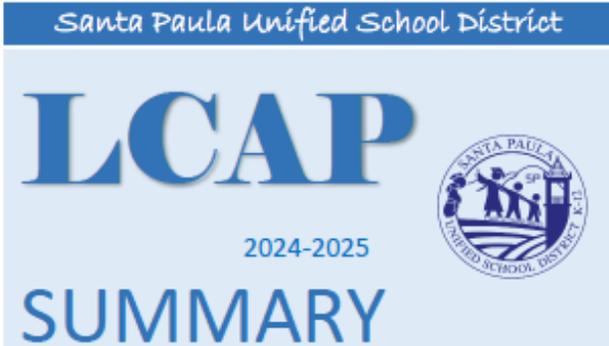
### District Vision

Committed to serving every student every day.

### District Mission

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

District LCAP Goals



**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 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 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 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

Thelma B. Bedell Elementary School is located in the city of Santa Paula and serves students in transitional kindergarten through grade five and is one of six elementary schools in the district. In the 2024-2025 school year, 294 students were enrolled, including 24.8% qualifying for English Language Learner support, 22.8% with disabilities, 67% socioeconomically disadvantaged, 0.3% migrant, and 5.8% homeless youth.

### Textbooks

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

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

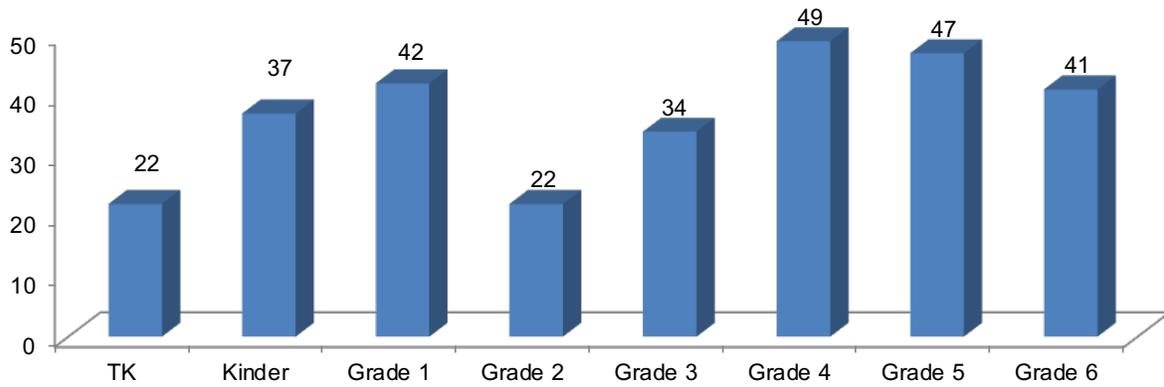
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

### School Mission

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

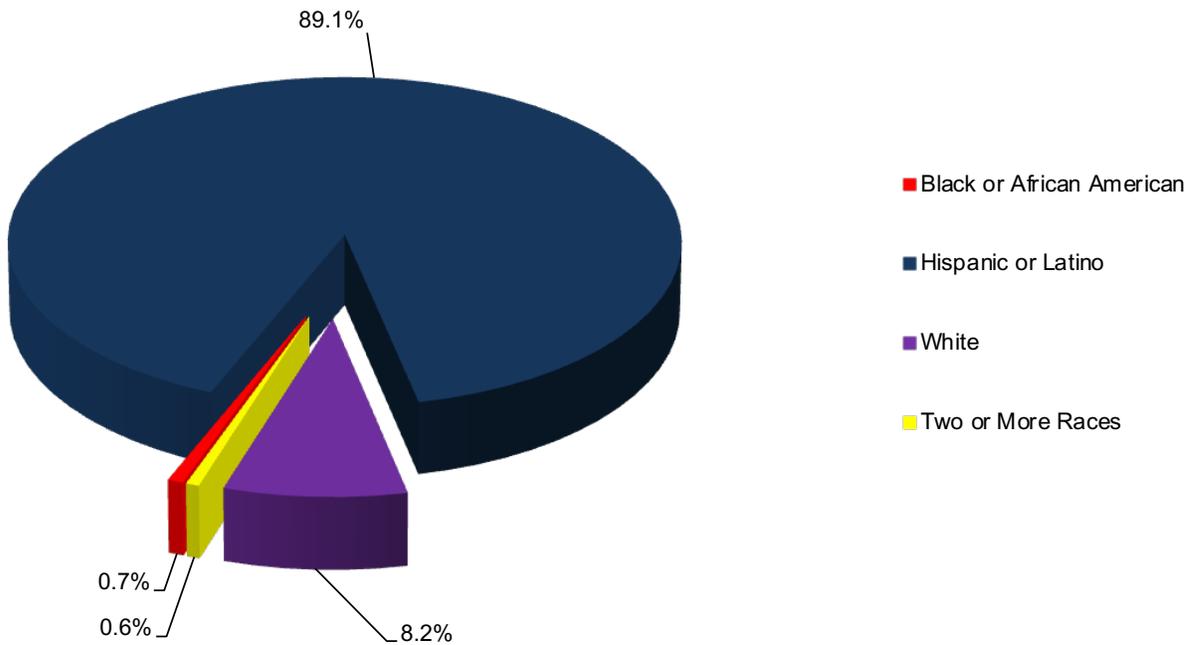
### Student Enrollment by Grade

Source: Data Quest 2024-2025



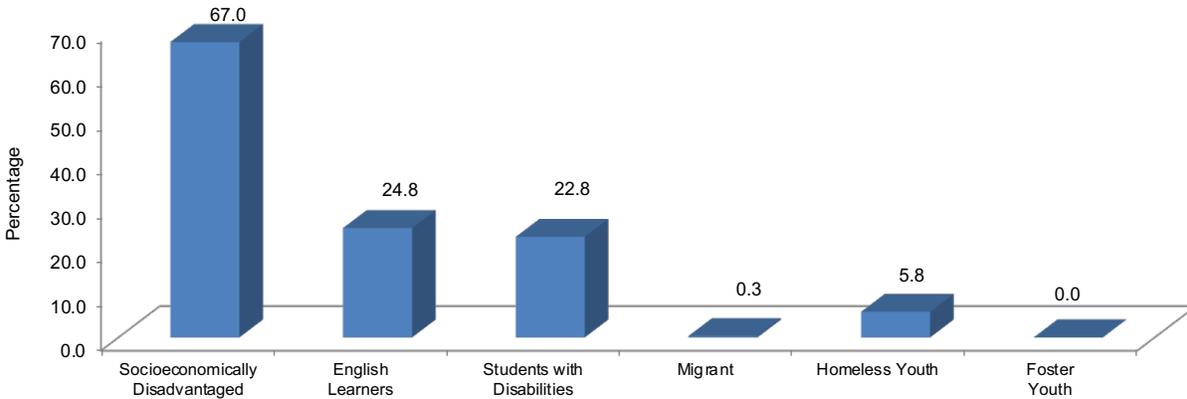
### Student Enrollment by Ethnicity

Source: Data Quest 2024-2025



### Student Enrollment by Subgroup

Data Source: Data Quest 2024-2025



### Comprehensive Needs Assessment

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

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

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

### Violence Prevention, Bully Prevention, and Student Safety

Thelma B. Bedell Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2025-26 school year, Thelma B. Bedell Elementary School plans to provide the following programs for its students (and parents as applicable):

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

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

### Nutrition Programs & Fitness Programs

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

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

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

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

### Extended Learning Programs

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

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

# School Plan for Student Achievement

School Name	County-District-School CDS Code	SchoolSite Council (SSC) Approval Date	Local Board Approval Date
Thelma B. Bedell Elementary School	56768286055610	May 8, 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

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

## 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:
SSC/ELAC	April 2, 2025 & May 8, 2025
ILT	May 12, 2025
Staff Meeting	May 12, 2025

## 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.

**ELA and Math Achievement:** while overall student achievement in both ELA and Math showed improvement from the 2022–2023 to 2023–2024 school years (3% in ELA and 7.5% in Math), there were performance gaps among key student subgroups. English Learners, Students with Disabilities, Hispanic students, and Socio-Economically Disadvantaged students did not meet or exceed standards in either subject area during both years. Despite the overall school-wide gains, these subgroups continue to face significant academic challenges. Notably, the number of students within each of these subgroups increased from 2022–2023 to 2023–2024, further emphasizing the need for targeted supports, differentiated instruction, Designated ELD, Specialized Academic Instruction, access to core curriculum/grade level standards and continuation of teacher professional development in ELA, Math and ELD.

**English Language Acquisition** data from the 2022–2023 to 2023–2024 school years presents a mixed picture of progress. There was a slight decrease in students scoring at Level 1, with a 1% reduction, suggesting fewer students are entering or remaining at the lowest level of English proficiency. Additionally, 7% of students maintained their levels at 1, 2, or 3, and 5.7% maintained at Level 4, indicating some stability in language proficiency among a portion of English learners. However, there was a notable decline in the percentage of students who increased by one ELPI (English Learner Progress Indicator) level, dropping from 42% in 2022–2023 to 30% in 2023–2024. This decrease signals a slowdown in overall language acquisition growth and

suggests that while fewer students are at the beginning stages, many are not progressing at the desired rate. These results highlight the need for a closer review of Designated ELD instructional strategies, language support services, EL Shadowing, data analysis and differentiated interventions to ensure all English Learners are making meaningful progress toward reclassification and full academic engagement.

**Chronic Absenteeism:** although Bedell’s chronic absenteeism rates continue to be very high (over 20%) there was a significant decline from 34.5% in the 2022–2023 school year to 23.2% in 2023–2024, reflecting an 11.3 percentage point improvement. This reduction can be attributed to several key efforts and strategies. Post covid, fewer students were absent due to illness or related disruptions. Additionally, the school placed a strong focus on educating families about the importance of regular attendance and its direct link to academic success. Attendance intervention meetings, including SART (School Attendance Review Team) and SARB (School Attendance Review Board), were used proactively to engage families and provide support before absenteeism became chronic. Positive attendance incentives also played a role, motivating students to be at school and be on time.

**Suspensions:** suspension data from the 2022–2023 to 2023–2024 school years shows a slight overall decrease, with the suspension rate dropping from 4.5% to 4.2%. Although there was a decrease in suspension rates for English Learners, there was an increase in suspension for students with disabilities. Steps to decrease suspension for students with disabilities may include alternative means of correction, targeted/intensive behavioral supports, behavior plans, restorative circles, equity-focused interventions, inclusive behavior strategies, wellness center, partnering with parents/guardians, professional development on de-escalation and trauma-informed practices, and strengthened collaboration between general and special education teams. Continued monitoring and support are essential to ensure that all students, particularly those with IEPs, are supported in a way that reduces exclusionary discipline and promotes positive behavioral outcomes.

## 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)**

NA

**Goals, Strategies/Activities, and Expenditures**

**Goal 1:**

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

District LCAP Goal 1: The Santa Paula Unified School District aims to prepare all students, specifically for English Learners, Foster Youth, Low Income, and Students with Disabilities, for college, career, and life success through rigorous instruction and will track progress using defined performance metrics.

District LCAP Goal 2: The Santa Paula Unified School District will ensure all students, particularly those from high-need groups, achieve grade-level proficiency in literacy and math through quality instruction and targeted support, measured by state standards and district benchmarks.

**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.

Increase academic achievement in English Language Arts and Math Assessments. We will use the following assessments to gauge academic growth throughout the 2024-2025 school year. These assessments were given at the beginning of the 2023-2024 school year and will be administered throughout the year to measure progress towards CA State Grade Level Standards.

**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.

<b>Metric/Indicator</b>	<b>Baseline('23-'24)/<i>Actual Outcome ('24-'25)</i></b>	<b>Expected Outcome</b>
CAASPP ELA (All students)	<b>Overall 28%/TBD (at/above gr. level)</b> 3 <sup>rd</sup> - 20% (at/above gr. level) 4 <sup>th</sup> - 36% (at/above gr. level) 5 <sup>th</sup> - 34% (at/above gr. level) 6 <sup>th</sup> - 20% (at/above gr. level)	The expected outcome is a minimum of 5% increase in students At/Above Grade Level and At Grade Level.
CAASPP Math (All students)	<b>Overall 27%/TBD (at/above gr. level)</b> 3 <sup>rd</sup> - 39% (at/above gr. level) 4 <sup>th</sup> - 32% (at/above gr. level) 5 <sup>th</sup> - 22.6% (at/above gr. level) 6 <sup>th</sup> - 8.5% (at/above gr. level)	The expected outcome is a minimum of 5% increase in students At/Above Grade Level and At Grade Level.
ELPAC	Level 1 - 21% Level 2 - 27% Level 3 - 40% Level 4 - 11%	The expected outcome is a minimum of 5% of students maintain an ELPI Levels 1, 2L, 2H, 3L, 3H, 4.
STAR Reading (2-5)	<b>Overall 42%/47%(at/above gr. level)</b> Gr. 2 44%/42% (at/above gr. level) Gr. 3 47%/56% (at/above gr. level) Gr. 4 45%/46% (at/above gr. level) Gr. 5 38%/54% (at/above gr. level) Gr. 6 38%/35% (at/above gr. level)	The expected outcome is a minimum of 5% increase in students At/Above Grade Level and At Grade Level.
STAR Math (2-5)	Gr. 2 NA/25% (at/above gr. level) Gr. 3 NA/50% (at/above gr. level) Gr. 4 NA/45% (at/above gr. level) Gr. 5 NA/69% (at/above gr. level) Gr. 6 NA/50% (at/above gr. level)	The expected outcome is a minimum of 5% increase in students At/Above Grade Level and At Grade Level.
Literably Assessment	<b>Overall 53%/46% (at/above gr. level)</b> 1 <sup>st</sup> - 35%/41% (at/above gr. level) 2 <sup>nd</sup> - 50%/35% (at/above gr. level) 3 <sup>rd</sup> - 53%/45% (at/above gr. level)	The expected outcome is a minimum of 5% increase in students At/Above Grade Level and At Grade Level.

**Thelma B. Bedell Elementary School School Plan for Student Achievement  
Fiscal Year 2025-2026**

	4 <sup>th</sup> - 62%/41% (at/above gr. level)	
	5 <sup>th</sup> - 63%/64% (at/above gr. level)	
	6 <sup>th</sup> -NA/52% (at/above gr. level)	

**Strategies/Activities Table**

<b>Strategy/ Activity #</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source(s)</b>
<b>1</b>	Provide release time for classroom teachers for professional development, cross-grade collaboration and to analyze student data provided during grade level team meetings, student intervention meetings (SST) to create an intervention plan for at-risk students.	Students identified as having academic needs in the areas of ELA and Math.	\$8,000 substitute salaries Fringes \$3,600	Title I Obj. 1102 Func. 1000
<b>2</b>	Provide extra duty hours for teachers to attend professional development and analyze data, to support differentiated classroom instruction. This will support small group instruction during Universal Access time. This professional development and data analysis will reduce the achievement gap for students performing below grade level on state and district approved assessments.	Students that are scoring at/below grade level based on state and district approved assessments in the areas of ELA and Math.	\$4,000 extra duty Fringes Goal 1, Act. 1 (Repeated Expenditure)	Title I Obj. 1103 Func. 1000
<b>3</b>	Professional Development in literacy, math, ELD, Rtl, differentiation to support small group instruction. Our goal is to enhance reading, writing, listening and speaking by providing high quality reading and math instruction. This professional development in literacy, math, ELD, Rtl and Differentiation will reduce the achievement gap for English Learners performing below grade level on state and district approved assessments. Providing release time for RSP and SDC teachers to analyze student data and time to collaborate with general education teachers, and service providers will provide the space to create an intervention plan to meet academic and behavioral/social-emotional needs of students.	All students - This helps enhance learning and tap into prior knowledge, which is beneficial to all students but especially helpful for English Language Learners, students from socio-economically disadvantaged households, and students with special needs.	Teacher Extra Duty/PD (See Goal 1 Act. 2)	Title I Obj. 1103 Func. 1000
<b>4</b>	Purchase additional literacy books for the classroom and library to support learning and support reading and increase literacy.	All students	\$15,000 Supplemental Literacy books \$7,000 Supplemental Literacy Books	LCAP 1Q  Title I Obj. 4300 Func. 1000
<b>5</b>	Students will have access to online educational programs to access and support content. This will support all students (Tier 1) based on the results of the state and district approved assessments to help close the learning gap.	All students	\$5,000 Online educational programs	Title 1 Obj. 5800 Func.1000

**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 instruction and assessments were provided in person during the 2024-2025 school year making the data reliable. Although students and staff were on campus to provide many of the previously identified strategies and activities, our ELA and Math achievement continue to be negatively impacted by chronic absenteeism and high teacher turn-over rate for special education teachers. Overall grade levels made 5% gains in STAR Reading and met the expected outcomes (5% at or above grade level). While overall student achievement in both CAASPP ELA and CAASPP Math showed improvement from the 2022–2023 to 2023–2024 school years (3% in ELA and 7.5% in Math), there were performance gaps among key student subgroups. English Learners, Students with Disabilities (SWD), Hispanic students, and Socio-Economically Disadvantaged students did not meet or exceed standards in either subject area during both years. Despite the overall school-wide gains, these subgroups continue to face significant academic challenges. Notably, the number of students within each of these subgroups increased from 2022–2023 to 2023–2024, further emphasizing the need for targeted supports, differentiated instruction, Designated ELD, Specialized Academic Instruction, access to core curriculum/grade level standards and continuation of teacher professional development in ELA, Math and ELD. Although K-2 teachers received professional development in literacy, being away from the classroom for multiple days may have negatively impacted instruction. Intervention teachers have also been pulled away from instruction due to substitute teaching which may also have negatively impacted instruction. Student behaviors and student interruptions have also increased post-Covid. 2 percent of our English Learners were reclassified as English Proficient in 2024 a decrease of 1 percent from 2023.

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

Staff and student absences due to the COVID-19 pandemic continue to have a negative impact on instruction and learning. Due to fewer students qualifying for free and reduced lunch, there were budget cuts in our Title 1 funds (a decrease from \$31,100 to \$28,879) which negatively impacted money allocated release time for teacher PD/collaboration. Professional Development on differentiation, small group instruction and RtI (Tier 1) in ELA and Math continue to be areas of need.

Additionally, we had an overall budget decrease of \$20,000 for the 2024-2025 school year. Although it was our goal for Science to be integrated across all subject areas with the support of our Science TOSA, minimal gains were made due to the Science TOSA being available at our site only 1 day a week.

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

All students including SWD, English Learners and disadvantaged students need opportunities to engage with quality literature at their independent reading levels. It is important to provide instructional, cultural and social-emotional support for English Learners to help them become English proficient in an inclusive and positive environment. Students will have access to online educational programs in ELA and Math to access and support content. This will support all students (Tier 1) based on the results of the state and district approved assessments to help close the learning gap (Goal 1, Act. 5). Release time for teachers to conduct data analysis/SST will continue next school year (Goal 1, Act 1). Student Support Team Meetings (SST) will continue to meet to identify students who are struggling and suggest interventions to counteract the regression due to lack of in-person instruction during the 2020-2021 school year or to make a referral for assessment for special education services.

**Goal 2:**

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

District LCAP Goal 3: The Santa Paula Unified School District will foster student success through innovative learning pathways, enhanced parent engagement, and a comprehensive support system that addresses academic, social-emotional, and safety needs while promoting an inclusive school climate.

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

**Annual Measurable Outcomes**

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

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Friends of Bedell PTA Meetings	Average of 8 participants/10	Increase to 10-15 participants
Coffee with the Principal	Average of 6 participants/8	Increase to 10-15 participants
Bedell Best/Awards Assembly	Average of 20 participants/30	Increase to 30 participants
SSC Meetings	Average of 6 participants/8	Increase to 10 participants
**ELAC Meetings	Average of 2 participants/2	Increase to 6 participants

\*\*ELAC was part of SSC due to lack of members.

**Strategies/Activities Table**

<b>Strategy/ Activity #</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source(s)</b>
1	A parent needs survey will be given to families to determine topics of interest for parent education. Parent education opportunities will be provided to address the topics of highest interest, examples: student behavior, academic expectations, literacy/math workshops, online/social media safety and student support. Family volunteers for after school enrichment opportunities/clubs. The Monthly Newsletter will be continued.	Parents/families of all students.	\$1,500 Support materials for parent meetings/work shops	Title I Obj. 4300, Func. 2495
2	Increase participation in parent/family involvement, group meetings and activities - make involvement feel more personal, 2 week notice for meetings, volunteering opportunities, room moms/room dads, family volunteers for after school enrichment opportunities/clubs. increased communication by classroom teacher - classroom activities and classroom needs (stationary, water).	Parents/families of all students.	\$0 – Parent Involvement see Goal 2 Act. 1 (repeated expenditure)	Title I Obj. 4300 Func. 2495
3	Recess enrichment opportunities, supervision - PE equipment sign-in/sign out during recess.	All students	\$5,000 for additional play equipment, outdoor games,	Unrestricted Obj. 4300 Func. 1000

			outdoor art activities and STREAM activities	
<b>4</b>	Promote use of social media sites, create and post Informational banners, provide flyers for parent/family activities, offer content specific workshops.	All students	\$2,000 Printing Expenses	Unrestricted Obj. 4300 Func. 2700
<b>5</b>	Students are honored by receiving a Bedell Best/Awards Assembly 2-3 times a year recognizing their strengths in academics, social interaction or improvement. Students are also awarded monthly math awards, and attendance incentives since there is a direct correlation between attendance and achievement.	All students	\$TBD Student Award & Outreach Consultant	District
<b>6</b>	STREAM Academy was launched in the 2023-2024 school year with a beginning of year school-wide activity. The goal is to provide enrichment activities for students. Volunteering opportunities will be provided for parents and the community. Parents and the community will be invited for monthly STREAM activities, and the end of the year STREAM Showcase.	All students	\$TBD Science TOSA  \$7,000 Ongoing PD  \$3,000 STREAM Showcase	District  LCAP 1Q  LCAP 1Q
<b>7</b>	Family lunch was launched in the 2024-2025 school year. Parents and guardians were invited by grade-level to join their students for lunch to strengthen home-school partnerships and add to the positive school climate.	All Students	\$TBD School Personnel	District

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

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

Parent volunteers at the launching of our STREAM academy, field trips, and school events have increased. Parents have expressed interest in increased school-community communication, and volunteering opportunities to stay connected with school. The 2021-2022 data was used as a baseline for parent involvement and family engagement.

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

Opportunities for parental involvement on site has been expanded following the covid pandemic. Next year we will continue focusing on increasing and strengthening positive family/school interaction and participation. A parents needs survey was sent to families via Parent Square to determine topics of interest for parent educational workshops and after-school enrichment opportunities but the response was minimal (Goal 2 Strategy 1). Parents gave more feedback at face-to-face Coffee with the Principal and PTO meetings. The Monthly Parent Newsletter that was started in March of 2022, and will be continued during the '24-'25 school year (Goal 2 Strategy 1). Teachers will continue to communicate with parents via face-to-face interactions, weekly/monthly newsletters and Parent Square (Goal 2 Strategy 1). Student recognition through in-person Bedell Best awards Awards Assembly will be continued (Goal 2 Strategy 5). Parent Educational Workshops will be offered and parents will be given 2-week notice for meetings, volunteering opportunities and reinstatement of room moms/dad to increase participation and parental involvement (Goal 2, Strategy 3). Social media posting was implemented during the 2022-2023 school year and will continue during the 2023-2024 school year (Goal 2, Strategy 4). Bedell will continue using social media (Facebook and Instagram account with a QR code) to disseminate information.

**Goal 3:**

Increase graduation rates and reduce suspensions and expulsions.

District LCAP Goal 4: The Santa Paula Unified School District will maintain equitable learning conditions through quality staffing, modern facilities, standards-aligned materials, and regular assessment of resource distribution to ensure all students have access to excellent education.

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

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

**Annual Measurable Outcomes**

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

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
AVID - use of organizational materials and strategies in all 3 <sup>rd</sup> –6 <sup>th</sup> grade classes	4 <sup>th</sup> and 5 <sup>th</sup> grade classes regularly use organizational strategies in the classrooms. 3rd-6th grade classes use organizational materials (folders and planners) and strategies on a daily basis.	3rd - 6th grade classrooms will continue with fidelity.
Thelma Bedell Office Referrals	There were 65 office referrals (20%) during the '23-'24 school year and 45 office referrals (15%) during the '24-'25 school year.	Reduction in percentage of behavioral referrals and suspensions.
College & Career Readiness	5th grade Student Ambassadors and 6th grade Success Seekers take a skills identification assessment as a baseline/interview on college & career day.	Students will become more knowledgeable about different careers during the school year and by identifying the career they would like to pursue as an adult.
CTE Exploration Stations	August - December: 84 students participated. January - May: 63 students participated.	The goal is for students to participate in experiences that align with college & career pathways, and take information back home.

**Strategies/Activities Table**

<b>Strategy/Activity #</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source(s)</b>
1	Teachers will receive training to support teaching AVID organizational skills to students in the classroom. Research indicates that AVID helps cut down behavioral referrals. AVID builds authentic relationships, holds high expectations, empowers student voices, and promotes self-advocacy and respect.	Students in grades 3-6.	\$TBD Teacher Training	District

<p><b>2</b></p>	<p>Teacher Support Collaborative Group to support positive classroom culture, structures/routines, limit office referrals and support new teachers. Teachers will produce a product to support classroom instruction (i.e. lesson plan, routine, student work demonstrating a strategy etc) to increase the percentage of students at or above grade level on district approved assessments.</p>	<p>All students</p>	<p>Teacher Extra Duty/PD (See Goal 1 Act. 2)  Fringes (See Goal 1 Act. 1)</p>	<p>Title I Obj. 1103 Func. 1000  Title I Obj. 1103 Func. 1000</p>
<p><b>3</b></p>	<p>Bedell Buck positive reward/incentive program to promote positive behavior in the classroom and on campus.</p>	<p>All students</p>	<p>\$500 Materials for Support Materials</p>	<p>LCAP Obj 4300 Func. 3110</p>
<p><b>4</b></p>	<p>Promotion of college and career through school wide use of banners, college posters and teachers wearing university t-shirts. Invite former Bedell students to speak to 6th graders at the end of the year. Ambassador Club and Success Seekers promote college and career awareness and identify prerequisite skills for careers. College &amp; Career Fair and visit to Universities/colleges helps students become more knowledgeable about varied career pathways including vocational training.</p>	<p>Students in grades 3-6.</p>	<p>Promotional Materials (see Goal 3, Act. 3)</p>	<p>LCAP Obj 4300 Func. 3110</p>
<p><b>5</b></p>	<p>Staff Support Collaborative Group to support school-wide PBIS, structures and routines. Certificated and classified staff will produce a product to support school-wide implementation of PBIS (i.e. Guidelines for Success, CHAMPS, classroom routines/expectations etc.) to increase positive behaviors across school settings and reduce behavior referrals, suspensions and expulsions.</p>	<p>All students</p>	<p>Promotional Materials (see Goal 3, Act. 3)</p>	<p>LCAP Obj 4300 Func. 3110</p>

**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.

Intermediate students at Bedell used AVID organizational strategies to promote a positive and structured classroom. The fifth grade Ambassador club students participated in the Superintendent's Student Advisory Committee with the support of the school counselor. Bedell certificated and classified staff connected with students and built relationships. The school counselor provided weekly SEL lessons and individual counseling to help students self-regulate and manage social conflict in positive ways. Bedell Best Awards and Bedell bucks promoted PBIS and supported student efficacy and engagement on the school campus. Students were recognized for academics and good citizenship at the Bedell Best Awards Ceremony.

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

Intermediate grades implemented AVID organizational strategies. Promotion of college and career was extended to include on-campus tours. Data on the PBIS Common Area Observations was collected by certificated staff and shared with the entire Bedell Staff. The data gathered was used to create school-wide behavioral rules/expectations with a goal of promoting a positive school climate and reduction in infractions. There has been a decrease in the number of office referrals from 65 (20%) to 45 (15%) from the previous year. Students participated actively in College and Career Day by asking professionals questions to add to their schema and to identify a career they would like to pursue as an adult.

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

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

**Goal 4:**

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

District LCAP Goal 4: The Santa Paula Unified School District will maintain equitable learning conditions through quality staffing, modern facilities, standards-aligned materials, and regular assessment of resource distribution to ensure all students have access to excellent education.

**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.

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

**Annual Measurable Outcomes**

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

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
2024-2025 Parent Needs Survey - safety plan needs survey	SEL/Safety/Intervention Support	Implement intervention supports
Bedell Best Recess	Attitude, Attendance, Academics Baseline 60% Outcome 80%	80% of Bedell students will participate in Bedell Best Recess each month.
Bedell Wellness Center	Baseline data will be collected by the school counselor.	This area will be utilized to provide a calm, positive, uplifting and peaceful environment for staff, parents and students. It will include a Calm Station, a Rejuvenating Station for relaxing, reading and interacting, an Activity Station for games, coloring, creating, drawing and other fun activities.
California Healthy Kids Survey (CHKS)	30 of 47 (64%) fifth graders participated with parental consent.	80% of Bedell fifth graders will participate in the CHKS survey.

1. CHKS Results

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Table
<b>School Engagement and Supports</b>		
School connectedness <sup>1</sup>	76	A6.3
School connectedness <sup>1,6</sup> (Remote Only)		A6.3
Academic motivation <sup>1</sup>	76	A6.3
School boredom <sup>1</sup>	41	A6.9
Caring adults in school <sup>1</sup>	68	A6.3
High expectations-adults in school <sup>1</sup>	78	A6.3
Meaningful participation <sup>1</sup>	42	A6.3
Facilities upkeep <sup>6</sup>	69	A6.10
Parent involvement in schooling <sup>1</sup>	65	A10.2
Social and emotional learning supports <sup>1</sup>	74	A7.1
Antibullying climate <sup>1</sup>	69	A9.6
<b>School Safety and Cyberbullying</b>		
Feel safe at school <sup>1</sup>	83	A9.1
Feel safe on way to and from school <sup>1</sup>	83	A9.1
Been hit or pushed	55	A9.2
Mean rumors spread about you	41	A9.2
Called bad names or target of mean jokes	48	A9.2
Saw a weapon at school <sup>8</sup>	7	A9.5
Cyberbullying <sup>8</sup>	24	A9.3
<b>School Disciplinary Environment</b>		
Rule clarity <sup>6</sup>	83	A8.2
Students well behaved <sup>6</sup>	52	A8.4
Students treated fairly when break rules <sup>6</sup>	59	A8.1
Students treated with respect <sup>6</sup>	72	A8.1

Notes: Cells are empty if there are less than 10 respondents.  
<sup>1</sup>Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.  
<sup>6</sup>Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."  
<sup>7</sup>The scale was based on four questions for remote respondents.  
<sup>8</sup>Past year.  
<sup>9</sup>Past 30 days.

2. CHKS Results

Table A2.2

Key Indicators of Substance Use, Health Routines, Remote Schooling, and Student Well-Being

	Grade 5 %	Table
<b>Substance Use</b>		
Alcohol or drug use <sup>6</sup>	17	A11.1
Marijuana use <sup>6</sup>	3	A11.1
Cigarette use <sup>6</sup>	3	A12.1
Vaping <sup>6</sup>	0	A12.1
<b>Health Routines</b>		
Eating of breakfast <sup>1</sup>	62	A4.1
Late bedtime (at 10 pm or later) <sup>2</sup>	17	A4.2
<b>Remote Schooling</b>		
Remote learning frequency (5 days per week) <sup>3,5</sup>		A5.1
Synchronous instruction (4 days or more) <sup>3,5</sup>		A5.1
Meaningful opportunities <sup>4</sup>		A5.2
<b>Mental Health</b>		
Frequent sadness <sup>6</sup>	21	A13.1
Wellness <sup>6</sup>	79	A13.2

Notes: Cells are empty if there are less than 10 respondents.  
<sup>6</sup>Lifetime.  
<sup>1</sup>This morning.  
<sup>2</sup>Last night.  
<sup>3</sup>Past 30 days.  
<sup>4</sup>Past 7 days.  
<sup>5</sup>Past 30 days.  
<sup>6</sup>Remote only.  
<sup>7</sup>Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

**Strategies/Activities Table**

<b>Strategy/ Activity #</b>	<b>Description</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>	<b>Funding Source(s)</b>
<b>1</b>	Bedell Best Awards Ceremony will take place 3 times a year for students who are improving their academic and/or social-emotional success.	All students	Awards Supplies (Goal 2, Strategy 5)	LCAP Obj. 4300 Func. 3110
<b>2</b>	Students will earn rewards, Bedell Bucks, to encourage success in the classroom and on campus.	All students	\$0 Copy Bedell Bucks	Site funds
<b>3</b>	Leadership meetings - include training of staff on PBIS for all common areas of campus (yard, hallways, bathrooms, office, cafeteria and library), Behavior Fair at the beginning of the school year, and on a needs basis. The school counselor will support this committee.	All students	\$500 Training for school counselor.	LCAP Obj. 5200 Func. 3110
<b>4</b>	Students who meet the criteria for Attendance, Academics and Attitude will participate in the Bedell Best Recess at the end of the day.	All students	\$0 School Personnel to supervise Bedell Best Recess	
<b>5</b>	The Wellness Center/calming corner will be utilized to provide a calm, positive, uplifting and peaceful environment for staff, parents and students. It will include a calming station, a rejuvenating station for relaxing, reading and interacting, an Activity Station for games, coloring, creating, drawing and other fun activities.	All students	\$5,000 furniture, rugs, sensory items	LCAP 1Q
<b>6</b>	PBIS PD/training materials.	All students	\$2,000 PBIS Materials	LCAP Obj 4300 Func. 2700
<b>7</b>	Support additional library time to promote after school use of the library and increase literacy.	All students	\$0	District Funds

**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.

Bedell Best Awards were well-attended by students and families. Students and families looked forward to being recognized for academics and good citizenship promoting students' self-esteem and a positive school environment. ILT/Leadership meetings were held monthly to examine instructional practices, examine data and address building concerns to address campus needs and promote a positive school climate. Student Ambassadors demonstrated their soft skills (hospitality/manners) at school events and meetings when they confidently greeted and escorted parents to the meeting locations. Interpreters were provided in-person for Parent-Teacher Conferences.

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

Although we engaged in in-person instruction for the past two years, the social-emotional needs of our students continues to be at an all time high. Our school counselor will continue to provide SEL lessons on a weekly basis and morning meetings on a daily basis. The formerly proposed Wellness center will be created based on availability of funds and space. Additionally, posters with school-wide expectations and positive behaviors on campus were ordered and posted. The indoor wellness center was not started due to lack of space. An outdoor wellness center with games, coloring, creating, drawing and other fun activities was started with the support of our outreach consultant. Our outreach consultant continued to monitor attendance and reward students with weekly popcorn parties, monthly ice cream and a school dance for perfect attendance. Restorative Circles and Drum Circles continued at Bedell this school year. The district restorative justice facilitator worked with students on conflict resolution and community building while Drum Circles supported students' social-emotional needs.

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

Behavior Station School Tour was held at the beginning of the school year and school-wide rules and expectations were reviewed in classrooms after winter break. The Bedell community continues to participate actively in Turkey Trot, Movie Night, Book Fair and Color Run. Bedell School Site Council's recommendation to start a calming corner in every classroom to promote student well-being, agency and ownership has been implemented in 90% of classrooms. Allowing students to go to other classrooms to calm down will give them an opportunity to be away from their current environment and self-regulate. It is our goal to continue the outdoor wellness center, start a calming corner in every classroom, and continue restorative circles and drum circles next year.

## Budget

### Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$28,879.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,000.00

Overall total of funds included for this school: **\$68,879.00**

### 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	\$28,879.00

Subtotal of additional federal funds included for this school: **\$28,879.00**

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 (\$)
LCAP 2025-2026 Allocation	\$33,000.00
Unrestricted 2025-2026 Allocation	\$7,000.00

Subtotal of state or local funds included for this school: **\$40,000.00**

Total of federal, state, and/or local funds for this school: **\$68,879.00**

Title I Allocations – 2025-2026

2025-2026 Title 1 Budget Name of School: Thelma Bedell

OBJ.	Function	Resource	Title I	Remarks
		Allocation: 25-26	\$28,879.00	
		Carry Over		
		DESCRIPTION		
1102	1000	Substitutes	\$8,000	Data Team Meetings, Collaboration, New Teacher Observation Support.
1103	1000	Tchr. Extra Duty	\$4,000.00	Teacher Professional Development, Collaboration.
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.		
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	3,600	
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$7,000.00	Supplemental Literacy Books
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	\$1,278.00	Parent Workshops, Spelling Bee,
4300	2700	Supplies – Office		Student Awards/Incentives,
4300	3140	Supplies-Health		Coffee with the Principal,
4325	1000	Technology		College & Career Exploration.
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. – Teachers		
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	\$5,000.00	Online Literacy/Math Programs
5860	1000	Transportation		
Total Spent				
Available Balance			28,879.00	

SSC Chair Signature: [Signature] Date: 5/8/25  
 Principal Signature: [Signature] Date: 5/8/25

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	46	46	10.87%	8.70%	34.78%	45.65%
Male	23	22	22	13.64%	4.55%	40.91%	40.91%
Female	24	24	24	8.33%	12.50%	29.17%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	42	41	41	7.32%	9.76%	34.15%	48.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	31	31	31	9.68%	12.90%	25.81%	51.61%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	12	12	0.00%	0.00%	25.00%	75.00%
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 3						
All Students Tested	47	46	46	6.52%	32.61%	19.57%	41.30%
Male	23	22	22	13.64%	27.27%	22.73%	36.36%
Female	24	24	24	0.00%	37.50%	16.67%	45.83%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	42	41	41	2.44%	34.15%	21.95%	41.46%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	31	31	31	6.45%	29.03%	16.13%	48.39%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	13	12	12	0.00%	8.33%	25.00%	66.67%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

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	47	47	47	14.89%	21.28%	12.77%	51.06%
Male	25	25	25	16.00%	24.00%	12.00%	48.00%
Female	22	22	22	13.64%	18.18%	13.64%	54.55%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	47	47	47	14.89%	21.28%	12.77%	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	34	34	34	8.82%	20.59%	8.82%	61.76%
English Learners	16	16	16	0.00%	12.50%	18.75%	68.75%
Students with Disabilities	13	13	13	0.00%	7.69%	7.69%	84.62%
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	47	47	47	6.38%	25.53%	31.91%	36.17%
Male	25	25	25	8.00%	28.00%	32.00%	32.00%
Female	22	22	22	4.55%	22.73%	31.82%	40.91%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	47	47	47	6.38%	25.53%	31.91%	36.17%
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	34	34	34	5.88%	23.53%	29.41%	41.18%
English Learners	16	16	16	0.00%	12.50%	37.50%	50.00%
Students with Disabilities	13	13	13	0.00%	0.00%	23.08%	76.92%
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	53	53	53	13.21%	20.75%	22.64%	43.40%
Male	26	26	26	7.69%	15.38%	23.08%	53.85%
Female	27	27	27	18.52%	25.93%	22.22%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	48	48	48	10.42%	18.75%	22.92%	47.92%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	34	34	34	5.88%	17.65%	17.65%	58.82%
English Learners	10	10	10	*	*	*	*
Students with Disabilities	15	15	15	0.00%	0.00%	6.67%	93.33%
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 5						
All Students Tested	54	53	53	9.43%	13.21%	30.19%	47.17%
Male	26	26	26	7.69%	11.54%	26.92%	53.85%
Female	28	27	27	11.11%	14.81%	33.33%	40.74%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	49	48	48	8.33%	12.50%	27.08%	52.08%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	35	34	34	2.94%	11.76%	20.59%	64.71%
English Learners	11	10	10	*	*	*	*
Students with Disabilities	15	15	15	0.00%	0.00%	13.33%	86.67%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

**Thelma B. Bedell Elementary School School Plan for Student Achievement  
Fiscal Year 2025-2026**

**2023-2024 CAASPP – Grade 6 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 6						
All Students Tested	35	35	35	5.71%	14.29%	40.00%	40.00%
Male	14	14	14	7.14%	7.14%	14.29%	71.43%
Female	21	21	21	4.76%	19.05%	57.14%	19.05%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	31	31	31	3.23%	16.13%	38.71%	41.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	23	23	23	8.70%	13.04%	30.43%	47.83%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
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 6						
All Students Tested	35	35	35	2.86%	5.71%	31.43%	60.00%
Male	14	14	14	7.14%	0.00%	14.29%	78.57%
Female	21	21	21	0.00%	9.52%	42.86%	47.62%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	31	31	31	3.23%	3.23%	29.03%	64.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	23	23	23	4.35%	4.35%	26.09%	65.22%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

School-Parent/Home Compact



**Thelma Bedell Elementary STREAM Academy**  
SCHOOL – PARENT – STUDENT COMPACT  
Bedell School 2025-2026

**The Parent/Guardian Pledge**

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

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

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student Pledge**

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

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Pledge**

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

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

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Principal Pledge**

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

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

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

**Support Staff Pledge**

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

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

Office Manager Signature \_\_\_\_\_ Date \_\_\_\_\_

## Family Engagement Policy

**Thelma Bedell Elementary STREAM Academy  
Parent/Guardian and Family Engagement Policy  
2025-2026**

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

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

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

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

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

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

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

**Annual Title I Meeting**

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

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

Updated & Approved 4/2/2025

**Flexible Number of Meetings**

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

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

**Title I Program and Services**

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

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

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

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

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

**Parent/Guardian Feedback and Input**

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

- Incorporating suggestions into the school evaluation and/or the school plan, goals, and activities designed to achieve those goals
- Develop differentiated instruction for students as needed
- Tailoring intervention services to meet students' needs
- Development of IEP (special education students)

Updated & Approved 4/2/2025

- A survey will be sent home to every family in English and Spanish (other languages as requested) soliciting their input and suggestions for school improvement.

#### **Family-School Compact**

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

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

#### **Training for Parents and Staff**

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

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

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

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

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

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

#### **Translation and Understandable Format**

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

Updated & Approved 4/2/2025

**Parent Involvement Calendar**

Thelma Bedell Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 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.



**Bedell Parent Involvement Calendar  
Calendario de Participacion de Padres de Bedell  
2025 – 2026**

<p><b>July/Julio</b></p>	<p><b>January/Enero</b> ELAC Junta de ELAC 100th Day of School 100 Dias de Clases Bedell Best Awards Certificados de Bedell Best Reading/Math Night Noche de lectura y matemáticas College &amp; Career Day dia de la universidad y la carrera Monthly School-wide STREAM Activities Actividades mensuales de STREAM para toda la escuela Parent Volunteers Padres voluntarios</p>
<p><b>August/Agosto</b> Student Online Registration Registración en línea para todas los estudiantes Friends of Bedell PTA Amigos de Bedell PTA Coffee with the Principal Cafe con la Directora Parent Volunteers Padres voluntarios</p>	<p><b>February/Febrero</b> School Site Council Mtg 3 Junta del Concilio del Sitio de Escuela 3 Coffee with the Principal Cafe con la Directora Friends of Bedell PTA Amigos de Bedell PTA Valentine Grams Tarjeta de Valentin Monthly School-wide STREAM Activities Actividades mensuales de STREAM para toda la escuela Parent Volunteers Padres voluntarios</p>
<p><b>September/Septiembre</b> Hispanic Heritage Month Mes de la Herencia Hispana Back to School Night (PTA, Clubs) Noche de Regreso a Escuela (PTA Memberships, Clubs) Title I Informational Mtg. Junta de Informacion del Titulo I District LCAP Committee Mtg. Junta del Comité de LCAP del Distrito Color Run Carrera de color School Site Council Mtg. 1 Junta del Concilio del Sitio de Escuela 1 Parent Volunteers Padres voluntarios</p>	<p><b>March/Marzo</b> ELAC Junta de ELAC Parent Conference Conferencias Para Padres Read Across America Leer A Través de América Monthly School-wide STREAM Activities Actividades mensuales de STREAM para toda la escuela Parent Volunteers Padres voluntarios</p>
<p><b>October/Octubre</b> Friends of Bedell PTA Amigos de Bedell PTA Parent Teacher Conferences Conferencias Para Padres Scholastic Book Fair Scholastic del libro escolar District LCAP Committee Mtg. Junta del Comité de LCAP del Distrito ELAC Mtg Junta de ELAC Movie Night Noche de película Monthly School-wide STREAM Activities Actividades mensuales de STREAM para toda la escuela Parent Volunteers Padres voluntarios</p>	<p><b>April/Abril</b> Coffee with the Principal Cafe con la Directora School Site Council – Mtg. 4 Junta del Concilio del Sitio de Escuela 4 Study Field Trips Excursiones educativa Friends of Bedell PTA Amigos de Bedell PTA Monthly School-wide STREAM Activities Actividades mensuales de STREAM para toda la escuela Parent Volunteers Padres voluntarios</p>
<p><b>November/Noviembre</b> Turkey Trot Carrera de Pavo SSC-Meeting 2 Junta del Concilio del Sitio de Escuela 2 ELAC</p>	<p><b>May/Mayo</b> Friends of Bedell PTA Amigos de Bedell PTA School Site Council Mgt 5 Junta del Concilio del Sitio de Escuela 5 Coffee with the Principal</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 half-day “data chat” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for RtI. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

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

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

- CGI/P3CC Math
- PBIS/SEL
- AVID/Organization
- Daily 5 (Led by Reading Intervention Teachers)

School Accountability Report Card



**THELMA BEDELL ELEMENTARY SCHOOL**  
**STREAM Academy**

1305 Laurel Road • Santa Paula, CA 93060 • (805) 933-8951 • Grades TK-6  
Laxmi Chari, Principal

**SCHOOL ACCOUNTABILITY REPORT CARD**

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

**Principal's Message**

Welcome to the Thelma Bedell **STREAM** academy where students are provided with a safe, positive, supportive and challenging learning environment structured for success. At our academy, all students receive differentiated and rigorous instruction aligned with grade level content standards to help them become life-long learners. Our staff works collaboratively to serve the needs of our students while providing engaging learning experiences for each child. Data is used to progress monitor students and guide instruction in an effort to provide optimal learning conditions for all students. Our staff provides appropriate interventions to support the academic and social-emotional needs of students. We are dedicated to giving our students every opportunity to experience academic success. We foster and embrace parent and community partnerships, benefitting our school and the community. A cooperative partnership between home and school provides the best opportunity for all students to reach their fullest potential.

At our **STREAM** academy we strive to create an optimal learning environment that will support the integration of academics with Science, Technology, Relationships, Environment, Arts and Math. Our goal is to provide hands-on, rigorous education in a positive and inclusive learning environment that will inspire our students to become lifelong learners and a productive member of society.

Together we strive to empower our students to reach their fullest potential!

**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	52.4%	TK	27
Male	47.6%	Kinder	40
Non-Binary	0.0%	Grade 1	25
American Indian or Alaskan Native	0.3%	Grade 2	33
Asian	0.0%	Grade 3	48
Black or African American	0.6%	Grade 4	48
		Grade 5	52
Filipino	1.6%	Grade 6	36
Hispanic or Latino	88.3%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.6%		
White	8.4%		
English Learners	24.9%		
Foster Youth	0.0%		
Homeless	5.2%		
Migrant	0.3%		
Socioeconomically Disadvantaged	85.0%	Total Enrollment	
Students with Disabilities	22.3%		309

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

**Board of Trustees**

Mrs. Anna Villicana-Arroyo, President  
Mr. Tommy Frutos, Vice President  
Dr. Daniel Sandoval, Clerk  
Mr. Manuel Minjares, Member  
Mr. Nathan Ramos Rodriguez, Member

**District Administration**

Mr. Jeffrey Weinstein  
Superintendent

Dr. David Moore  
Associate Superintendent  
Educational Services

Dr. Georgina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Dr. Marguerite Williams  
Chief Business Officer

**Contents**

- Principal's Message
- District & School Description
- Local Control Accountability Plan (LCAP)
- Parent Involvement
- Student Achievement
- School Facilities & Safety
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- SARC Data & Internet Access
- District Expenditures

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.

**Thelma Bedell Elementary School**

During the 2023-24 school year, Thelma Bedell Elementary served 309 students in grades TK-6. Student enrollment included 24.9% qualifying for English learner support, 22.3% students identified with a disability, 65% enrolled in the Free or Reduced Price Meal program, 0.3% migrant, and 5.2% 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**

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

**Committees**

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

**School Activities**

- Back to School Night
- Bedell Best Awards
- Coffee with the Principal
- Color Run
- Dr. Seuss Day

- ELAC Meetings
- Food Fundraiser
- Grade Level Study Trips
- Hispanic Heritage Month
- Open House
- Parent Conferences
- Movie Nights
- Neighborhood Watch
- Parent Education Nights
- Penguin Patch
- Read Across America
- Red Ribbon Week
- Scholastic Book Fair
- Sixth Grade Promotion
- Spelling Bee
- Spring Event
- Student Recognition Assemblies
- Student Showcase Program
- Title I Meetings
- Turkey Trot

**School News**

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

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	TBES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	12.2	20.75	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	55	54	98.18%	1.82%	22.22%
Female	29	28	96.55%	3.45%	25.00%
Male	26	26	100.00%	0.00%	19.23%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00%	2.00%	18.37%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	9.09%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77%	3.23%	10.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00%	0.00%	6.25%

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	185	183	98.92%	1.08%	27.87%	186	183	98.39%	1.61%	26.23%
Female	97	96	98.97%	1.03%	30.21%	98	96	97.96%	2.04%	25.00%
Male	88	87	98.86%	1.14%	25.29%	88	87	98.86%	1.14%	27.59%
American Indian or Alaskan Native										
Asian										
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	171	169	98.83%	1.17%	26.04%	172	169	98.26%	1.74%	24.85%
Native Hawaiian or Pacific Islander										
Two or More Races										
White	11	11	100.00%	0.00%	45.45%	11	11	100.00%	0.00%	36.36%
English Learners	39	39	100.00%	0.00%	7.69%	40	39	97.50%	2.50%	7.69%
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00%	0.00%	21.43%	99	98	98.99%	1.01%	16.33%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	50	48	96.00%	4.00%	2.08%	50	48	96.00%	4.00%	2.08%

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						
	TBES		SPUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English Language Arts/Literacy	25	28	29	34	46	47
Mathematics	19	26	18	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					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal	Trunk Extensor	Upper Body	Flexibility
		Strength and Endurance	and Strength and Flexibility	Strength and Endurance	
Fifth	98.1%	98.1%	98.1%	98.1%	98.1%

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.

#### Physical Fitness

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

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a

degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### School Facilities & Safety

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

**2023-24 Campus Improvements:**

- Kindergarten building fencing improvements
- Gutter and downspout replacement
- HVAC repairs

**2024-25 Planned Campus Improvements:**

- Building G window installation
- Parking lot striping upgrades

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

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

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

- Classroom cleaning
- Restroom cleaning

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

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

### Deferred Maintenance

Thelma Bedell Elementary School had deferred maintenance projects completed in 2023-24 in the amount of \$19,380. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for gutters and downspout replacements.

### School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Thelma Bedell Elementary School took place on 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 Thelma Bedell Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in Fall 2024.

### 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, Aspire staff and campus supervisors are strategically assigned to designated entrance areas and the playground. A campus supervisor monitors student activity while at breakfast in the cafeteria.

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, self-esteem building activities, drug abuse awareness activities, games and recreation. The STAR Nova program offers after school STEAM (Science, Technology, Engineering, Art/Agriculture and Math) classes throughout the year.

### Student Recognition Programs

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

### Discipline & Climate for Learning

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date:				
October 28, 2024				
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	333	323	75	23.20%
Female	174	169	42	24.80%
Male	159	154	33	21.40%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	298	288	69	24%
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	26	26	3	11.50%
English Learners	86	82	18	22%
Foster Youth				
Homeless	17	16	2	12.50%
Socioeconomically Disadvantaged	224	216	58	26.90%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	75	20	26.70%

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.

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

2022-23			
Grade Level	Average Class Size	1-20	21-32
K	21.0	1	1
1	10.0	3	
2	16.0	1	2
3	15.0	1	2
4	16.0	2	1
5	10.0	3	1
Other**	10.0	2	

2023-24			
Grade Level	Average Class Size	1-20	21-32
K	19.0	2	
1	18.0	1	
2	11.0	2	
3	23.0		2
4	22.0		2
5	22.0	1	1
Other**	10.0	4	

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

Suspensions and Expulsions									
	TBES			SPUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	1.69%	4.47%	4.20%	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	4.20%	0.00%
Female	0.57%	0.00%
Male	8.16%	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	4.03%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.85%	0.00%
English Learners	2.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.88%	0.00%
Socioeconomically Disadvantaged	4.91%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.21%	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.

### Curriculum & Instruction

#### Staff Development

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

During the 2023-24 school year, Thelma Bedell Elementary provided site-based staff development at monthly meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Academic Conversations
- Cognitively Guided Instruction
- Common Core State Standards - Math & English Language Arts
- Core Literacy Training (Grades TK-2)
- Counting Collections Math Training
- Data Team Meetings
- English Language Proficiency Assessment for California (ELPAC)
- Performance Matters
- Response to Intervention (RtI)
- School Collaboration Intervention Planning (SCIP)
- Standards Maps for ELA and Math

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

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

<b>2022-23</b>	<b>0 days</b>
<ul style="list-style-type: none"> <li>• CORE Learning - Literacy Services</li> <li>• CGI Math - Teacher Learning Center</li> <li>• Report Card Entry Training for Q</li> <li>• EL Shadowing</li> </ul>	
<b>2023-24</b>	<b>2 days</b>
<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• CGI Math</li> <li>• CORE Phonics Instructional Sequence</li> <li>• Active Intruder Training</li> </ul>	
<b>2024-25</b>	<b>2 days</b>
<ul style="list-style-type: none"> <li>• CGI Math</li> <li>• Priority Standards and Standards Maps</li> <li>• Benchmark Assessments and Performance Matters</li> <li>• CAASPP Testing</li> <li>• Textbook Standards Alignment</li> </ul>	

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 iPads for first grade students, chromebooks for grades 2-6, and classroom sets of four iPads for those classes in grades transitional kindergarten and kindergarten as part of a 1:1 technology initiative which supports the utilization of Google suite to enhance student learning. Thelma Bedell Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

**Special Education**

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

**English Language Learners**

Thelma Bedell Elementary School provides English Language Learner (ELL) students with daily English Language Development (ELD) instruction within their regular classrooms. English 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**

In the Local Control Accountability Plan the Santa Paula Unified School District has made a commitment to have all students reading by 3rd grade. Therefore, funds were allotted at each school site for 2 full-time intervention teachers who will assist classroom teachers with Tier I strategies as well as provide Tier II pull out intervention for students working below grade level in ELA and Math.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Math</b>			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Science</b>			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
<b>Social Science</b>			
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	0	2	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	2	0

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)	0	14.2	6.2
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/pe/ee/teacherequitydefinitions.asp>

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.8	85.59	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	14.41	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	13.8	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)	16.5	94.13	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)	0	0.11	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	5.7	8.7	3.34	14303.8	5.15
Total Teaching Positions	17.5	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.

### Professional Staff

#### Teacher Preparation and Credentials

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

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

#### Support Services Staff

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

#### Academic Counselors and Other Support Staff

2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Assistant	1	1.0
Library Clerk	1	1.0
Nurse	As needed	
Occupational Therapist	1	0.4
Psychologist	1	0.6
Speech Therapist	1	1.0
District Counselors	As needed	
District Mental Health Counselor	As needed	
Outreach Consultant	1	0.4

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

### District Expenditures

#### Salary & Budget Comparison

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

#### Expenditures Per Student

For the 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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	59,669	54,900
Mid-Range Teacher Salary	88,653	85,366
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 Certificated 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 Thelma Bedell Elementary School and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.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	TBES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	15,757	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,957	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,801	10,184	115.9%	10,771	94.6%
Average Teacher Salary	96,714	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

**Thelma Bedell Elementary STREAM Academy  
School Site Council Bylaws****ARTICLE I: NAME OF COUNCIL**

The name of this council shall be the Thelma Bedell Elementary School Site Council (TBESSC). Hereinafter, the School Site Council may be referred to as the Council.

**ARTICLE II: ROLE OF THE COUNCIL**

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all its related categorical resources. The School Site Council has responsibility for these duties:

- Analyze and evaluate the academic achievement of all students in the school.
- Obtain recommendations from school site advisory, standing and special committees regarding the focus of the School's Single Plan for Student Achievement.
- Develop and approve the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations.
- Recommend the school plan, including related budget expenditures, to the local governing board.
- Provide ongoing monitoring of the implementation of the plan and budgets/expenditures.
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed.
- Participate in all local, state and federal reviews of the school's program for compliance and quality.
- Annually evaluate the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students.
- Encourage broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council.
- Carry out all other duties assigned to the council by the district governing board and by state or federal law.

**ARTICLE III: MEMBERSHIP OF THE COUNCIL****Section 1: Size and Composition**

The School Site Council shall be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- 1 Principal
- 3 Teachers, selected by teachers (classroom teachers shall constitute the majority of those persons representing the school staff).
- 1 Other School Personnel

The remaining half of the council will include 5 parents or community members, selected by parents at Thelma Bedell. TBESSC members chosen to represent parents may be employees of the school district and school site so long as they provide input and vote as a parent and not a school employee.

#### Section 2: Term of Office

All members shall serve for a two (2) year term. Members may be re-elected for succeeding terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section 3: Selection/Election of Members

Elections of council members shall be held each year, no later than October. The following procedures shall be followed in nominating candidates and selecting/electing council members:

- Teachers: An email will be sent to all teachers requesting nominations. Election ballots will be administered electronically.
- Other School Personnel: An email will be sent to all *other school personnel* requesting nominations. Election ballots will be sent via an electronic survey.
- Parent/Guardians: Nomination ballots will be sent with students home via flier. Election ballots will be posted on Parent Square.

#### Section 4: Voting Rights

Each member of the Council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted. An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

#### Section 5: Termination of Membership

- Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings without communication with principal or chairperson.
- The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

#### Section 6: Transfer of Membership

Membership on the Council may not be assigned or transferred.

**Section 7: Resignation**

Any elected member may terminate his or her membership by submitting a written letter of resignation to the TBESSC chairperson.

**Section 8: Vacancy**

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.
- Appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole).
- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

**ARTICLE IV: OFFICERS OF COUNCIL**

**Section 1: Officers**

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

**Section 2: Election of Officers and Terms of Office**

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected. Any member of the Council, including the principal, may serve in any officer capacity.

**Section 3: Removal of Officers**

Any officer may be removed from their office by a two-thirds vote of all Council members.

**Section 4: Vacancy in an Officer Position**

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer’s term. A Vacancy in any office shall be filled by a special election of the Council. This special election will be included in the posted meeting agenda.

**Section 5: Officer Duties**

The chairperson/president shall:

- Preside at all TBESSC Meetings
- Sign all letters reports, and other communication of the TBESSC
- Have other such duties prescribed by the TBESSC

The vice-chairperson/vice-president shall:

- Represent the chairperson in assigned duties

- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the TBESSC
- Transmit true and correct copies of the minutes of such meetings to members of the TBESSC
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the TBESSC
- Keep a register of the names, and contact information, of each member of the TBESSC, the chairpersons of school advisory committees, and others with whom the TBESSC has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the TBESSC

#### **ARTICLE V: COMMITTEES**

##### **Section 1: Standing and Special Committees**

The Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- Gather and analyze data.
- Examine materials, staffing or funding possibilities.
- Propose to the Council strategies for improving the instructional practices.

##### **Section 2: Standing and Special Committee Membership**

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

##### **Section 3: Standing and Special Committee Term of Office**

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to other committee members at the beginning of their assignment.

##### **Section 4: Standing and Special Committee Rules**

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

**ARTICLE VI: MEETINGS OF THE SCHOOL SITE COUNCIL****Section 1: Meetings**

TBESSC shall meet not less than five (5) meetings during the school year. Special meetings may be called by the chairperson or by a majority vote of the TBESSC.

**Section 2: Meeting Location**

The TBESSC shall hold its meetings in a facility provided by the school.

**Section 3: Notice of Meetings**

All meetings of the TBESSC shall be publicized so that all interested persons may attend. Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time and location of the meetings, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the Council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

**Section 4: Quorum**

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

**Section 5: Conduct of Meetings**

Meetings of the Council shall be conducted in accordance with the rules of orders established by EC 35147 and the Robert's Rule of Order or an adaptation thereof approved by the Council. If the Council violates any of the procedural meeting requirements found in EC 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting after allowing for public input.

**Section 6: Meeting Open to the Public**

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. The Council may not take any action on any item of business unless that item appears on the posted agenda or unless Council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action comes to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The TBESSC will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council. The minutes of the Council meeting are public records and are available to the public.

**Section 7: Communication with the Local Board of Education**

The Council shall implement the rules and regulations as defined in local board policy. A local board of education has the right to deny the content and related budget found in the school’s Single Plan for Student Achievement.

**Section 8: Uniform Complaint Procedures**

Annually, the Council shall participate in training about the district’s Uniform Complaint Procedures. This training will review procedures for filing a complaint. If any TBESSC member or member of the public believes that TBESSC has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

**ARTICLE VII: BYLAW AMENDMENTS**

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to Council members at least five (5) days prior to the meeting at which the amendment is to be considered for adoption.