

Santa Paula Unified School District

School Plan for Student Achievement



Thelma B. Bedell Elementary School

STREAM Academy

56 76828 6055610

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Revised July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

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

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

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

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

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

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

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

Recommendations and Assurances

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

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

English Learner Advisory Council
Leadership Team

Signature of Authorized
Representative



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

May 5, 2026

- 6) This SPSA was adopted by the SSC at a public meeting on: _____.

Attested:



Nancy Nasr, Principal

May 21, 2026

Date



SSC Chairperson

May 21, 2026

Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other Staff	Parent or Community Member	Student
Dr. Nancy Nasr	X				
Yudic Saldivar		X			
Luis Vaca		X			
Mabel Valenzuela		X			
Vacant			X		
Jesse Cates				X	
Rafaela Resendiz				X	
Elizabeth Truwe				X	
Vacant				X	
Vacant				X	
Number of members in each category	1	3	1	5	

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Laxmi Chari	X				
Rafaela Resendiz				X	
Number of members in each category	1			1	

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

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

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

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

SANTA PAULA UNIFIED SCHOOL DISTRICT
LCAP Summary 2026–2027
Local Control and Accountability Plan
**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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.

STATE PRIORITIES ADDRESSED

- 1 Basic Services or Basic Conditions at Schools
- 3 Parent Engagement
- 5 Student Engagement
- 7 Access to a Broad Course of Study

- 2 Implementation of State Academic Standards
- 4 Student Achievement
- 6 School Climate
- 8 Outcomes in a Broad Course of Study

GOAL 1 College, Career & Life Readiness

The 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. Progress is measured by the key performance indicators in Metrics — Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Directors of Elementary & Secondary
- P1d TK and K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Support
- P1g ELD Task Force
- P1h Newcomer Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10)
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G Completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

GOAL 3 Engagement, Family Partnership & Climate

Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs.

- P3a Support Educational Outcomes / Development of Academies
- P3b STEAM TOSA
- P3c Mentoring Program
- P3d Restorative Justice
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g Wellness Center Support
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS/Attendance

GOAL 2 Literacy & Math Proficiency

The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Itinerant Academic Support Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Supplemental Math & Science Resources
- P2e Reading Supports (K-6)

GOAL 4 Equitable Conditions for Learning

The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities.

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

GOAL 5 Renaissance HS — Student Stability

With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%.

- P5a Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

Provide outreach support services to improve student attendance, engagement, and stability.

- P6a Community School Outreach Coordinator

LEARN MORE—The full Local Control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

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 2025-2026 school year, 270 students were enrolled, including 21.5% qualifying for English Language Learner support, 21.1% with disabilities, 64.1% socioeconomically disadvantaged, 0.4% foster youth, 6.3% homeless youth, and 0.4% migrant.

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:

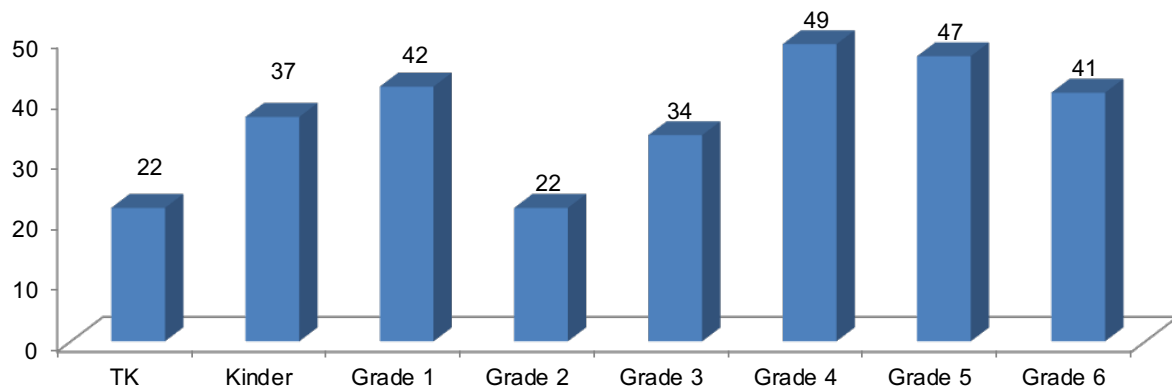
- **Language Arts:** Wonders ELA is used daily during the Language Arts period for grades K-5 and StudySync for grade 6. These programs are aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. Targeted students receive intervention instruction from classroom teachers in small groups during Universal Access. Students with greater needs receive instruction through a pull-out program with Reading Intervention Specialists. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- **English Language Development:** Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Thelma B. Bedell utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction during Designated English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- **Mathematics:** Thelma B. Bedell uses Math Expressions by Houghton Mifflin Harcourt for grades K-5 and CPM Educational Program's CC1 for grade 6. These programs are 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 and History Alive for grade 6. These programs are aligned with the Common Core State Standards.
- **Science:** Thelma B. Bedell uses the Twig Science program, the District-adopted core curriculum for K-5 and Inspire Science for grade 6. These programs are aligned with the California State Content Standards.

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.

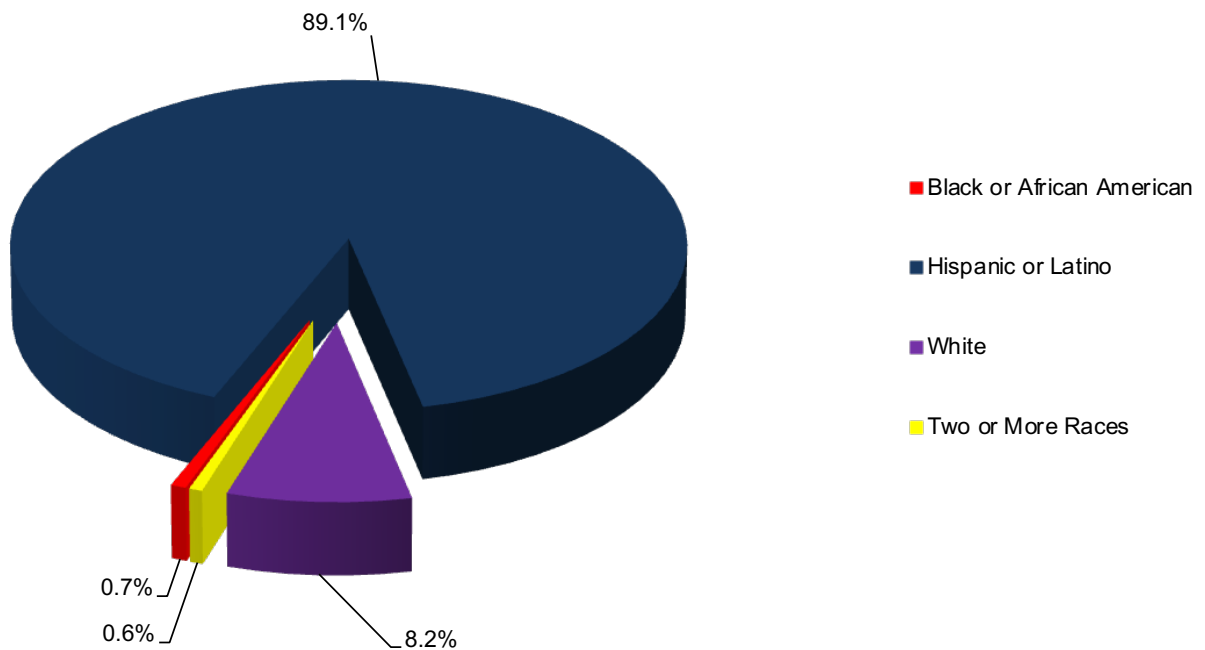
Student Enrollment by Grade

Source: Data Quest 2025-2026



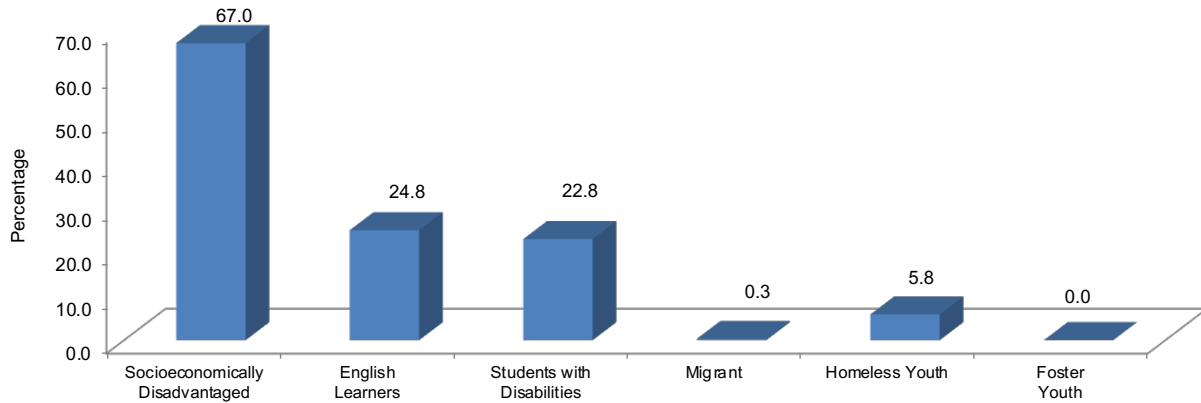
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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 2026-2027 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Thelma B. Bedell Elementary School	56768286055610	May 5, 2026	

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 Elementary STREAM Academy's School Plan for Student Achievement (SPSA) aligns with the Santa Paula Unified School District's Local Control and Accountability Plan (LCAP) and supports ESSA requirements through a comprehensive focus on academic achievement, student engagement, school connectedness, and equitable learning opportunities for all students. The plan prioritizes strengthening literacy and mathematics achievement through targeted intervention, differentiated instruction, English Language Development supports, progress monitoring, and data-driven instructional practices.

In addition, the plan emphasizes fostering a safe, inclusive, and engaging school environment through positive behavior supports, family partnerships, student recognition programs, attendance supports, and enrichment opportunities aligned to Bedell's STREAM Academy focus. Bedell Elementary is also committed to enhancing outdoor learning environments, expanding hands-on student experiences, improving campus facilities, and promoting student well-being through structured supports and engaging learning spaces.

Through collaboration with staff, families, students, and educational partners, Bedell Elementary remains committed to continuous improvement, equitable access, positive school culture, and the development of respectful, responsible, and engaged learners.

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:	Dates:
SSC	9/4/25, 11/6/25, 1/15/26, 2/25/26, 4/16/26, 5/5/26
ELAC	9/17/25, 11/5/25, 1/28/26, 4/22/26
ILT	8/26/25, 9/30/25, 10/28/25, 12/2/25, 1/20/26, 2/17/26, 3/17/26, 4/28/26
Staff Meeting	8/18/25, 9/15/25, 10/27/25, 12/1/25, 1/12/26, 3/2/26, 4/27/26, 5/18/26

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 English Language Arts and Mathematics demonstrated improvement on the 2025 California School Dashboard, significant academic needs and subgroup performance gaps remain. Schoolwide data showed that 28% of students met or exceeded standards in ELA, while 27% met or exceeded standards in Mathematics, indicating that the majority of students are still performing below grade-level expectations in both subject areas. Mathematics remains a particular area of concern, especially at the upper grade levels, with only 8.5% of sixth grade students meeting or exceeding standards in Math. Dashboard and local data also demonstrated continued performance gaps among English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students, who performed below standard in both ELA and Math. Although the school demonstrated growth from the prior year, including a 3% increase in ELA performance and a 7.5% increase in Mathematics performance, subgroup achievement gaps continue to persist. These data indicate a continued need for targeted academic intervention, differentiated instruction, Designated ELD, Specialized Academic Instruction, and increased access to rigorous grade-level standards and core curriculum.

English Language Acquisition English Learner Progress continues to be an area of need based on the 2025 California School Dashboard data. The English Learner Progress Indicator showed that 38.5% of English Learners were making progress toward English language proficiency, indicating that the majority of English Learners are not yet demonstrating adequate progress toward proficiency. Continued language acquisition challenges impact students' access to grade-level content and overall academic performance in ELA and Mathematics. Dashboard and local data also continue to reflect academic performance gaps between English Learners and their peers across multiple indicators. These data indicate a continued need for strengthened Designated and Integrated ELD instruction, academic language development opportunities, and differentiated supports to ensure English Learners have equitable access to rigorous grade-level standards and instruction.

Chronic Absenteeism: Chronic absenteeism remains an area of significant concern based on the 2025 California School Dashboard data. Schoolwide, 17.3% of students were identified as chronically absent, with higher rates among key student groups including Socioeconomically Disadvantaged students at 20.0%, Hispanic students at 18.5%, and Students with Disabilities at 18.1%. Chronic absenteeism continues to impact instructional continuity, student engagement, and overall academic achievement, particularly for students already performing below standard academically. Attendance patterns indicate a continued need to strengthen systems that support consistent attendance, student connectedness, and family engagement. These data highlight the importance of ongoing attendance monitoring, early intervention, and targeted supports to improve student attendance outcomes.

Suspensions: Suspension data indicate that student behavior and school climate remain areas requiring continued attention and support. The 2025 California School Dashboard reported an overall suspension rate of 2.5%, though several student groups demonstrated disproportionately higher suspension rates, including Students with Disabilities at 5.5%, Homeless students at 5.0%, male students at 4.5%, and Socioeconomically Disadvantaged students at 3.4%. These subgroup trends indicate continued disparities in exclusionary discipline practices and demonstrate a need for ongoing behavioral and social-emotional supports. While the school's overall Dashboard performance level for suspensions was Green, subgroup data indicate that disproportionality remains a concern. These data highlight the continued need for restorative practices, proactive behavioral interventions, and consistent implementation of schoolwide expectations and student support systems.

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)**

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase student achievement in literacy and mathematics by strengthening high-quality instruction, targeted intervention, and consistent support for all student groups.

District LCAP 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 the Metrics in Goal 1. The district will regularly review and analyze these metrics to ensure continuous improvement and adjust its strategies to support student success, specifically for English Learners, Foster Youth, Low Income, and Students with Disabilities

District LCAP Goal 2: By the end of the 2026-27 school year, 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 evidence-based, high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in the Metrics in Goal 2. The district will focus on equity and closing achievement gaps, specifically for English Learners, Foster Youth, Low-Income, and Students with Disabilities.

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.

Dashboard and local data indicate continued academic and student support needs across multiple indicators. In 2025, only 28% of students met or exceeded standards in ELA and 27% met or exceeded standards in Math, with significant performance gaps persisting among English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. Additional areas of need include English Learner Progress, with only 38.5% of English Learners making progress toward proficiency, and chronic absenteeism, with 17.3% of students identified as chronically absent.

Annual Measurable Outcomes

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

Metric/Indicator	24-25 school year	25-26 school year	Expected Outcome
CAASPP ELA Scores at or above standard (All students)	Overall 30.81% 3 rd - 32.35% 4 th - 29.41% 5 th - 29.79% 6 th - 32.5%	Scores TBD	The expected outcome is a minimum 2% increase in students At and Above Grade Level
CAASPP Math Scores at or above standard (All students)	Overall 22.09% 3 rd - 29.41% 4 th - 23.53% 5 th - 19.15% 6 th - 17.5%	Scores TBD	The expected outcome is a minimum 2% increase in students At and Above Grade Level

Thelma B. Bedell Elementary School	School Plan for Student Achievement Fiscal Year 2026-2027
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ELPAC	Level 1 - 25.81% Level 2 - 20.97% Level 3 - 43.55% Level 4 - 9.68%	Scores TBD	The expected outcome is a minimum 2% increase of students in level 3 and 4, and a minimum 2% decrease in level 1 and 2
Amira Reading (1-6)	Baseline data established in the 25/26 school year, and will continue to be collected in the 26/27 school year.	1st - 1.97 2nd - 3.05 3rd - No data available 4th - 4.31 5th - 4.80 6th - 6.24	Increase average performance across all assessed grades.
Core Phonics (K-2)	Baseline data established in the 25/26 school year.	K - No data available 1st - 167.33 2nd - 190.26	Increase average performance across all assessed grades.
Heggerty (K-2)	Baseline data established in the 25/26 school year, and will continue to be collected in the 26/27 school year.	K - No data available 1st - 38.32 2nd - 39.71	Increase average performance across all assessed grades.
ELA FIABs/IABs	Baseline data established in the 25/26 school year.	3rd - 2293 4th - 2410 5th - 2394 6th - 2389	Increase average FIAB/IAB performance levels across all grades.
Math FIABs/IABs (3-6)	Baseline data established in the 25/26 school year, and will continue to be collected in the 26/27 school year.	3rd - 2297 4th - 2364 5th - 2456 6th - No data available	Increase average FIAB/IAB performance levels across all grades.
Performance Matters Math (K-6)	Baseline data established in the 25/26 school year, and will continue to be collected in the 26/27 school year.	K - No data available 1st - 83.47 2nd - 77.18 3rd - No data available 4th - No data available 5th - No data available 6th - No data available	Increase average performance across all concept checks.

Thelma B. Bedell Elementary School	School Plan for Student Achievement Fiscal Year 2026-2027
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Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity 1 Substitute coverage for TK-K teachers to assess students in ELA and Math	Teachers will be provided release time to assess student progress, analyze academic data, and collaboratively plan targeted instruction and interventions in literacy and mathematics.	All TK-K students	\$400 for two full-day substitutes, once per year	Title I Res. 3010 Obj.1102 Func. 1000
Strategy/Activity 2 Substitute coverage for teachers to engage in data talks with the principal	Teachers will participate in collaborative data discussions with the principal to strengthen differentiated instruction, small group learning, and targeted academic support for students.	Students that are scoring at/below standard based on district approved ELA and Math assessments	\$1,200 for three full-day substitutes, twice per year	Title I Res. 3010 Obj.1102 Func. 1000
Strategy/Activity 3 Reading intervention	An instructional assistant will provide targeted reading intervention support by listening to students read, developing foundational literacy skills, and strengthening reading fluency and comprehension.	All students	\$4,000 for a Limited Term instructional assistant to provide targeted reading intervention support , once weekly for twenty weeks	Title I Res. 3010 Obj. 2102 Func. 1000
Strategy/Activity 4 Teacher extra duty to support targeted after school tutoring	Teachers will provide targeted after-school tutoring to support students needing additional intervention in literacy and mathematics based on assessment and classroom performance data.	All students	\$7,014 for three teachers twice per week, for twenty weeks \$1,566 for fringes	Title I Res. 3010 Obj. 1103 Func. 1000
Strategy/Activity 5 Teacher extra duty to support ELPAC test preparation	Teachers will provide additional instructional support and ELPAC preparation opportunities to strengthen English language development and academic language proficiency for English Learners.	All ELD students	\$2,338 for one teacher twice per week, for twenty weeks \$522 for fringes	Title I Res. 3010 Obj. 1103 Func. 1000
Strategy/Activity 6 Licenses to online math programs	Online math programs and digital learning tools such as Star Fall and ST Math will be used to provide differentiated instruction, skill practice, and intervention support to improve mathematics achievement for all students.	All students	\$4,541 for Star Fall for each student in TK-1, and ST Math for each student in 2-6	Title I Res. 3010 Obj. 4300 Func. 1000
Strategy/Activity 7 Incentives for CAASPP performance	Students who demonstrate strong performance on CAASPP assessments will be recognized with incentives such as gift cards, special lunch experiences, and frozen treats to encourage academic achievement and student motivation.	All students	\$3,000	LCAP Res. 0100 Obj. 5800 Func. 1000

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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.

During the 2025-2026 school year, Bedell Elementary implemented targeted instructional supports and intervention strategies focused on improving student achievement in literacy and mathematics. Teachers participated in collaborative data analysis discussions, Student Study Team meetings, and professional learning opportunities focused on differentiated instruction, small group instruction, English Language Development, and intervention planning. Students received additional academic support through online instructional programs and literacy intervention services designed to strengthen foundational reading skills, fluency, and comprehension.

Implementation of these strategies contributed to continued academic growth in both ELA and Mathematics, as reflected in local assessment data and ongoing classroom progress monitoring. Staff increased the use of differentiated instructional practices and targeted intervention supports to address the needs of English Learners, Students with Disabilities, and students performing below grade level. Although progress was made, achievement gaps among student groups continued to persist, particularly in Mathematics and English Learner Progress, indicating a continued need for intensive intervention, consistent attendance, and expanded academic supports.

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

The majority of planned strategies and activities were implemented during the 2025-2026 school year as intended. Some adjustments were made to teacher schedules in order to minimize disruptions to classroom instruction and maintain coverage for student learning needs throughout the school day. Additional emphasis was placed on targeted intervention supports, literacy instruction, and data analysis to address ongoing academic performance gaps among student groups.

Budget expenditures remained aligned to the goal and were primarily used to support intervention services, supplemental instructional materials, online educational programs, and teacher collaboration opportunities focused on improving student achievement in literacy and mathematics. Some expenditures and implementation timelines were adjusted throughout the year based on student needs, staffing availability, and scheduling considerations.

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

As a result of this analysis, Bedell Elementary will continue to strengthen targeted intervention systems and data-driven instructional practices to support student achievement in literacy and mathematics. The SPSA was revised to include more clearly defined intervention supports, including targeted reading intervention, structured teacher data discussions, additional after-school academic tutoring, and ELPAC preparation support for English Learners. Metrics were also updated to include progress monitoring tools such as Amira Reading, Core Phonics, Heggerty, FIABs/IABs, and Performance Matters assessments to provide more comprehensive measures of student growth throughout the school year.

Additional emphasis will continue to be placed on differentiated instruction, foundational literacy development, English Language Development, and targeted support for English Learners, Students with Disabilities, and students performing below grade level. These changes can be found in Goal 1 Annual Measurable Outcomes and the revised Goal 1 Strategies/Activities section of the SPSA.

Goal 2:

Foster a safe, inclusive, and engaging school environment by strengthening student connectedness, family partnerships, and equitable supports that promote student well-being, engagement, and success.

District LCAP Goal 3:

STUDENT ENGAGEMENT: Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways tailored to individual student interests and abilities, providing authentic, student-centered learning experiences that promote critical thinking, creativity, and real-world problem-solving skills.

PARENTAL INVOLVEMENT: The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation in school and district activities, such as workshops, forums, and decision-making processes. The district will prioritize open communication, cultural responsiveness, and establishing a strong partnership between home and school, recognizing the critical role of families in supporting student success and well-being.

SCHOOL CLIMATE: The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that proactively identifies and addresses students' academic, social, emotional, and mental health needs. The MTSS will focus on fostering an inclusive, supportive, and equitable learning environment while enforcing robust safety measures to ensure the physical security of all students and staff

Identified Need:

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

Dashboard and local data indicate continued needs in the areas of student engagement, attendance, behavior, and support systems. Chronic absenteeism remained elevated at 17.3%, indicating that a significant number of students are missing instructional time and opportunities for school connectedness. Suspension data also revealed disproportionate outcomes among student groups, including Students with Disabilities, Homeless students, male students, and Socioeconomically Disadvantaged students, highlighting the need for continued behavioral, social-emotional, and restorative supports. Academic data further demonstrated persistent achievement gaps among English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students, reinforcing the importance of equitable access to supportive learning environments and interventions. These data indicate a continued need to strengthen MTSS systems, student engagement opportunities, school-family partnerships, attendance supports, and proactive strategies that promote student well-being, safety, and connectedness to school.

Annual Measurable Outcomes

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

Metric/Indicator	24-25 school year	25-26 school year	Expected Outcome 26-27 school year
Friends of Bedell PTA Meetings	Average of 10 participants	Average of 5 participants	Increase to 10 participants
Coffee with the Principal	Average of 8 participants	Average of 5 participants	Increase to 10 participants
SSC Meetings	Average of 8 participants	Average of 6 participants	Increase to 10 participants
ELAC Meetings	Average of 2 participants	Average of 2 participants	Increase to 5 participants
CAASPP/ELPAC information nights	No baseline	Average of 1 participant	Increased parent participation
Family lunches in the Garden	Average of 40 participants	Average of 40 participants	Increase to 50 participants

Thelma B. Bedell Elementary School School Plan for Student Achievement Fiscal Year 2026-2027

Behavioral incidents	No baseline	Approximately 180 incidents	Decrease to 150 incidents
Attendance awards	Average of 40 students	Average of 30 students	Increase to 40 students
Bedell's Top Dogs awards	Average of 30 participants	Average of 20 participants	Increase to 30 participants

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity 1 CAASPP/ELPAC parent information workshops	Parent workshops and communication opportunities will be provided to strengthen family understanding of academic expectations, student support strategies, and school programs while increasing meaningful family engagement.	All students	\$1,500	Title I Res. 3010 Obj. 4300 Func. 1000
Strategy/Activity 2 Family Lunches in the Garden	Parents and guardians will be invited by grade-level teachers to join their students for lunch to strengthen home-school partnerships and add to the positive school climate.	All students	\$0 School Personnel	District
Strategy/Activity 3 Bedell's Top Dog Awards	Students are honored by receiving a Bedell's Top Dog Awards Assembly 2-3 times a year recognizing their strengths in academics, social interaction or improvement. Students are also awarded monthly achievement awards, and attendance incentives since there is a direct correlation between attendance and achievement.	All students	\$0 Student Award \$0 - Outreach Consultant	District
Strategy/Activity 4 Bedell's Best Recess	Students who meet the criteria for Attendance, Academics and Attitude will participate in Bedell's Best Recess during the last 15 minutes of the school day each Friday.	All students	\$0 School Personnel to supervise Bedell's Best Recess	District
Strategy/Activity 5 School-wide PBIS	Staff will implement consistent PBIS expectations and behavior supports across all campus settings through ongoing training, collaboration, and student behavior instruction.	All students	\$0 School Personnel	District
Strategy/Activity 6 PBIS Awards	Students will earn PBIS incentives such as Bedell Bucks to recognize and reinforce positive behavior, responsibility, and school-wide expectations.	All students	\$500 for Support Materials	LCAP Res. 0100 Obj 4300 Func. 1000
Strategy/Activity 7 STREAM Academy promotion and outreach	Parents, families, and community members will be invited to participate in regular STREAM activities, the annual STREAM Showcase, and garden volunteer	All students	\$1,000 STREAM enrichment, garden, and family	LCAP Res. 0100 Obj 4300 Func. 1000

Thelma B. Bedell Elementary School	School Plan for Student Achievement Fiscal Year 2026-2027
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	workdays to strengthen school-family partnerships and support a positive and inclusive school climate.		engagement materials	
Strategy/Activity 8 Lunch Recess activities	Structured lunch recess activities will be provided to encourage positive peer interactions, student engagement, and inclusive play opportunities during unstructured times.	All students	\$0 Outreach Coordinator	District
Strategy/Activity 9 Weekly Attendance classroom award	Weekly classroom attendance recognition will promote positive attendance habits and reinforce the connection between attendance and academic success.	All students	\$0 Outreach Coordinator	District
Strategy/Activity 10 Student suggestion box	A student suggestion box will provide students with opportunities to share ideas, concerns, and feedback to strengthen student voice and school connectedness.	All students	\$0	Site funds
Strategy/Activity 11 Behavior matrix review and reinforcement for staff	Staff will receive ongoing support and reinforcement on the school behavior matrix to ensure consistent implementation of behavioral expectations and responses across campus.	All students	\$0	District
Strategy/Activity 12 Behavioral expectations and communication reinforcement for students	School-wide behavioral expectations will be explicitly taught, reviewed, and reinforced with students to promote a safe, respectful, and positive learning environment.	All students	\$0 - Staff reinforcement Also embedded in Playworks cost	District
Strategy/Activity 13 Conflict resolution workshop for students	Students will participate in conflict resolution workshops to develop communication, problem-solving, and peer relationship skills that support a positive school climate.	All students	\$17,402 - Playworks	LCAP Res. 0100 Obj. 5800 Func. 1000
Strategy/Activity 14 Anti-bullying workshop for students	Anti-bullying workshops will educate students on empathy, inclusion, and strategies for preventing and responding to bullying behaviors to foster a safe and supportive school environment.	All students	\$0 - BMX anti-bullying rally	PTA sponsored

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

During the 2025-2026 school year, Bedell Elementary implemented a variety of parent engagement, student recognition, and enrichment activities designed to strengthen family involvement and increase student engagement. Parent involvement opportunities including Coffee with the Principal, SSC, ELAC, parent workshops, STREAM Academy activities, Family Lunches, and schoolwide events such as the STREAM Showcase provided families with increased opportunities to connect with the school community and support student learning. Communication efforts through ParentSquare, newsletters, social media, and school events also strengthened home-school partnerships and increased awareness of school programs and activities.

Student engagement opportunities including Bedell's Best Recess, STREAM enrichment activities, recess activities, and attendance recognition programs contributed to a positive school climate and increased opportunities for student participation and recognition. Schoolwide PBIS implementation and positive behavior incentives also supported student connectedness and reinforced behavioral expectations across campus. Overall, these strategies contributed to increased family participation, improved student engagement opportunities, and strengthened school-community relationships throughout the school year.

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

The majority of planned parent engagement and student engagement activities were implemented during the 2025-2026 school year as intended. Some activities and events were adjusted throughout the year based on instructional needs, scheduling needs, and participation levels. Many student engagement and school climate activities were supported through existing district personnel, school staff, and community partnerships, which minimized additional expenditures in several areas.

Budget expenditures remained aligned to the goal and primarily supported parent workshops, STREAM enrichment activities, PBIS materials, student recognition activities, and schoolwide engagement events. Some activities were implemented using existing site resources and collaborative staff support throughout the school year.

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

As a result of this analysis, Goal 2 was revised to place a stronger emphasis on student connectedness, school climate, attendance, family partnerships, and equitable student supports. Metrics were updated to better monitor student engagement, attendance, behavioral supports, family participation, and school climate efforts. Additional metrics including attendance awards, behavioral referrals, CAASPP/ELPAC information nights, Family Lunches in the Garden, and student recognition activities were added to better measure schoolwide engagement and connectedness.

Strategies and activities were also expanded to strengthen schoolwide PBIS implementation, increase structured student engagement opportunities during lunch and recess, reinforce schoolwide behavioral expectations, strengthen student voice opportunities, and provide additional conflict resolution and anti-bullying supports for students. These revisions can be found in the updated Goal 2 Annual Measurable Outcomes and Strategies/Activities sections of the SPSA.

Goal 3:

Provide students with safe, engaging, and equitable learning environments by improving campus facilities, enhancing outdoor learning spaces, and increasing access to high-quality instructional resources and experiences.

District LCAP Goal 4: The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities and equipment, providing access to comprehensive, rigorous, and standards-aligned curriculum and instructional materials, and regularly assessing and addressing disparities in educational resources and opportunities.

Identified Need:

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

Bedell Elementary continues to prioritize safe, engaging, and equitable learning environments that support student well-being and engagement. Student feedback, campus safety data, and schoolwide observations indicate a continued need to enhance outdoor learning opportunities, improve playground and recreational spaces, strengthen structured supervision and student safety systems, and expand engaging learning environments that promote school connectedness. Continued investment in campus improvement projects, outdoor instructional spaces, and student-centered learning environments will support positive school climate, student engagement, and equitable access to enriching educational experiences.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline data 25-26 school year	Expected Outcome 26-27 school year
Student perception of school safety and connectedness (student survey data)	Baseline data will be collected during the 2026-2027 school year	At least 80% of students participating in the student safety and connectedness survey.
Garden classroom visits	Baseline data will be collected during the 2026-2027 school year	At least one garden based instructional activity per grade level each semester.
Health Office referrals for equipment injuries	266 referrals	Reduce to 200 referrals
Funds secured for outdoor learning and student engagement equipment	\$9000 raised by PTA in 25/26	An additional \$1000 raised by PTA, plus \$6000 allocated from Title I
Completion of campus improvement projects	Baseline data will be collected during the 2026-2027 school year	Complete at least 2 campus improvement projects during the 2026-2027 school year

Thelma B. Bedell Elementary School	School Plan for Student Achievement Fiscal Year 2026-2027
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Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity 1 Garden/Outdoor classroom expansion	Teachers will use the garden and outdoor learning spaces to provide hands-on STREAM and environmental learning experiences that increase student engagement and connectedness.	All students	\$1,500	Title I Res. 3010 Obj. 4300 Func. 1000
Strategy/Activity 2 Outdoor learning Improvement and Fundraising Efforts	School and community fundraising efforts will support the improvement of supplemental outdoor learning and student engagement equipment.	All students	\$6,500	Title I Res. 3010 Obj. 4300 Func. 1000
Strategy/Activity 3 Student Safety and Connectedness Surveys	Student surveys and feedback opportunities will be used to monitor perceptions of school safety, connectedness, and engagement in order to guide school improvement efforts.	All students	\$0	District
Strategy/Activity 4 Outdoor Learning and Garden Volunteer Opportunities	Families, staff, and community volunteers will support garden activities and outdoor learning opportunities that strengthen school-community partnerships and student enrichment experiences.	All students	\$500	Unrestricted site funds Res. 0000 Obj. 5750 Func. 1000
Strategy/Activity 5 Structured Recess and Playground Safety Supports	Structured recess activities, active supervision, and reinforcement of playground expectations will be implemented to promote student safety and reduce playground injuries.	All students	\$0 - Outreach coordinator \$0 - Campus supervisors Also embedded in Playworks cost (Goal 2)	District

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

During the 2025-2026 school year, Bedell Elementary implemented schoolwide strategies designed to strengthen student safety, positive behavior, school connectedness, and student engagement. PBIS expectations and schoolwide behavioral supports were reinforced through staff collaboration, Bedell Bucks incentives, Bedell's Best Recess, and ongoing review of behavioral expectations across campus settings. Schoolwide events helped promote a positive school climate and increased opportunities for students to feel connected and engaged in the school community.

Additional efforts focused on promoting safe and supportive learning environments through structured recess activities, student leadership opportunities, STREAM enrichment experiences, and social-emotional supports for students. School staff continued to strengthen positive relationships with students and families while reinforcing routines, expectations, and schoolwide systems that supported student behavior and engagement. Overall, these strategies contributed to a positive school climate and increased opportunities for student participation, engagement, and connectedness across campus.

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

The majority of planned school climate and student support activities were implemented during the 2025-2026 school year as intended. Some activities and student engagement opportunities were adjusted throughout the year based on scheduling and instructional considerations and available staffing support. Many school climate initiatives, PBIS supports, and student engagement activities were implemented using existing district personnel, site staff, and community partnerships, which reduced the need for additional expenditures in several areas.

Budget expenditures remained aligned to the goal and primarily supported PBIS materials, student recognition programs, enrichment activities, and schoolwide engagement opportunities. Some proposed projects and activities were modified based on site priorities, available resources, and implementation timelines throughout the school year.

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

As a result of this analysis, Goal 3 was revised to place a stronger emphasis on safe, engaging, and equitable learning environments through improvements to campus facilities, outdoor learning spaces, and student access to enriching educational experiences. Metrics were updated to better monitor student perceptions of school safety and connectedness, outdoor learning opportunities, playground safety, campus improvement efforts, and fundraising progress for playground enhancements.

Strategies and activities were revised to include garden and outdoor classroom expansion, playground improvement and fundraising efforts, structured recess and playground safety supports, outdoor learning volunteer opportunities, and student safety and connectedness surveys. These changes can be found in the revised Goal 3 Annual Measurable Outcomes and Strategies/Activities sections of the SPSA.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$31,581.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,902.00

Overall total of funds included for this school: **\$53,483.00**

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	\$21,902.00

Subtotal of additional federal funds included for this school: **\$21,902.00**

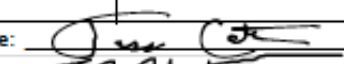
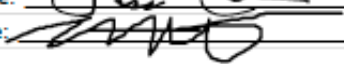
List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP 2025-2026 Allocation	\$21,902.00

Subtotal of state or local funds included for this school: **\$21,902.00**

Total of federal, state, and/or local funds for this school: **\$53,483.00**

Title I Allocations – 2026-2027

Column 1	Column 2	Resource	Title I	Remarks
		Allocation: 26-27	\$31,581.00	
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	\$5,600.00	3 full days subs for data chats (2x/yr), 2 full days subs (1x/yr) for TK-K testing, 1 full day sub (1x/wk for 20 wks) for reading intervention
1103	1000	Tchr. Extra Duty	\$9,352.00	\$58.45/hr 4 teachers (2x/wk for 20 wks) tutoring and ELPAC prep
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	\$2,088.00	\$13.05/hr 4 teachers (2x/wk for 20 wks) tutoring and ELPAC prep
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students		
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	\$1,500.00	ELPAC information night, CAASPP information night (dinner and childcare)
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology	\$4,541.00	Star Fall Math for TK-1, ST Math for grades 2-6
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500	\$8,500.00	6K allocated to Outdoor Classroom equipment, 1500 allocated to garden
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. – Teachers		
5200	2700	Travel/Conf. – Admin.		
5200	3110	Travel/Conf. – Counselor		
5200	1000	Travel/Conf Parents/Students		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst		
5860	1000	Transportation		
Total Spent			\$31,581.00	
Available Balance			\$0.00	
SSC Chair Signature:			Date:	May 21, 2026
Principal Signature:			Date:	May 21, 2026

References

2024-2025 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	34	34	34	5.88%	26.47%	29.41%	38.24%
Male	16	16	16	12.50%	18.75%	31.25%	37.50%
Female	18	18	18	0.00%	33.33%	27.78%	38.89%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	31	31	31	6.45%	25.81%	25.81%	41.94%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	24	24	24	8.33%	29.17%	20.83%	41.67%
English Learners	12	125	12	0.00%	0.00%	25.00%	75.00%
Students with Disabilities	5	5	5	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	34	34	34	11.76%	17.65%	20.59%	50.00%
Male	16	16	16	12.50%	25.00%	25.00%	37.50%
Female	18	18	18	11.11%	11.11%	16.67%	61.11%
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	12.90%	19.35%	19.35%	48.39%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	24	24	24	12.50%	25.00%	16.67%	45.83%
English Learners	12	12	12	0.00%	16.67%	8.33%	75.00%
Students with Disabilities	5	5	5	*	*	*	*
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 2026-2027

2024-2025 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	51	51	51	11.76%	17.65%	15.69%	54.90%
Male	26	26	26	19.23%	11.54%	11.54%	57.69%
Female	25	25	25	4.00%	24.00%	20.00%	52.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	45	45	45	6.67%	20.00%	17.78%	55.56%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	31	31	31	12.90%	9.68%	19.35%	58.06%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	51	51	51	7.84%	15.69%	35.29%	41.18%
Male	26	26	26	15.38%	7.69%	34.62%	42.31%
Female	25	25	25	0.00%	24.00%	36.00%	40.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	45	45	45	4.44%	15.56%	37.78%	42.22%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	5	5	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	31	31	31	5.71%	2.86%	28.57%	62.86%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

2024-2025 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	48	47	47	8.51%	21.28%	25.53%	44.68%
Male	26	26	26	3.85%	19.23%	19.23%	57.69%
Female	22	21	21	14.29%	23.81%	33.33%	28.57%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	48	47	47	8.51%	21.28%	25.53%	44.68%
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	35	35	35	2.86%	14.29%	25.71%	57.14%
English Learners	13	13	13	0.00%	0.00%	15.38%	84.62%
Students with Disabilities	12	12	12	0.00%	0.00%	16.67%	83.33%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	48	47	47	8.51%	10.64%	27.66%	53.19%
Male	26	26	26	3.85%	11.54%	26.92%	57.69%
Female	22	21	21	14.29%	9.52%	28.57%	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	*	*	*	*	*	*	*
Hispanic or Latino	48	47	47	8.51%	10.64%	27.66%	53.19%
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	35	35	35	5.71%	2.86%	28.57%	62.86%
English Learners	13	13	13	0.00%	0.00%	15.38%	84.62%
Students with Disabilities	12	12	12	0.00%	0.00%	0.00%	100.00%
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 2026-2027

2024-2025 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	40	40	40	12.50%	20.00%	25.00%	42.50%
Male	21	21	21	0.00%	19.05%	28.57%	52.38%
Female	19	19	19	26.32%	21.05%	21.05%	31.58%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	38	38	38	13.16%	18.42%	23.68%	44.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	28	28	28	0.00%	17.86%	21.43%	61.71%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	12	12	12	0.00%	0.00%	0.00%	100.00%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2024-25						
	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	40	40	40	0.00%	15.00%	30.00%	52.50%
Male	21	21	21	0.00%	14.29%	33.33%	52.38%
Female	19	19	19	5.26%	15.79%	26.32%	52.63%
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	38	38	38	2.63%	15.79%	26.32%	55.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	28	28	28	0.00%	17.86%	21.43%	60.71%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	12	12	12	0.00%	0.00%	0.00%	100.00%
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 School
SCHOOL – PARENT – STUDENT COMPACT
Bedell School 2026-2027**

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 School
Parent/Guardian and Family Engagement Policy
2026-2027**

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 6/3/2020

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 I 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 5 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)
- 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.

Updated & Approved 6/3/2020

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 6/3/2020

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 2026-2027 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 Important Dates 2025-2026

MONTH	Staff Mtg. (Mon)	Collab (Mon)	Site PD (Mon)	SST (Wed)	PTA (Wed)	Coffee w/ the Principal (M)	ELAC (Wed)	SSC (Thur)	ILT (Tues)	School Events
AUGUST	08/18/25	08/25/25			8/20/25	8/25/25			8/26/25	8/11/25 - First Day of School
SEPTEMBER	09/15/25		09/22/25	9/17/25			9/17/25	9/4/25	9/16/25 9/30/25	9/11/25 - Patriot Day (wear red, white, blue) 9/18/25 - Back to School Night 9/23/25 - PICTURE DAY 9/28/25 - Fan Friday (wear a Sports Jersey)
OCTOBER	10/27/25	10/6/25		10/15/25	10/8/25	10/20/25			10/28/25	10/10/25 Color Run 10/20/24-10/24/24 Scholastic Book Fair (after school) 10/21/25 - PICTURE RETAKES 10/23-10/30/25 - Red Ribbon Week 10/31/25 - Halloween Parade (No parents)
NOVEMBER			11/3/25	11/19/24	11/12/25		11/5/25	11/6/25		11/14/25 Movie Night 11/21/25 Turkey Trot
DECEMBER	12/1/25	12/8/25		12/10/25		12/8/25			12/2/25	12/15/25-12/19/25 Penguin Patch Holiday Concert- 12/17/25
JANUARY	1/12/26	1/26/26		1/28/26			1/28/26	1/15/26	1/20/26	1/26/26 - 100th day of School 1/29/26 - College & Career Fair Bedell Best Awards & Attendance Dance -Dates TBD
FEBRUARY			2/23/26	2/11/26	2/11/26	2/2/26		2/25/26	2/17/26	2/9/26 - 2/13/26 Valentine Grams 2/20/26 Heritage Day
MARCH	3/2/26	3/23/26		3/25/26			3/25/26		3/17/26	3/2/26 - 3/6/26 Read Across America 3/9/26 - Spring Picture Day
APRIL	4/27/26		4/13/26	4/29/26	4/15/26	4/20/25		4/16/26	4/28/26	5/19/25 - 5/23/25 Scholastic Book Fair 5/7/26 Elementary School Band Concert
MAY	5/18/26	5/4/26			5/13/26		5/20/25	5/5/26		Attendance Dance & STREAM Showcase - Date TBD
JUNE										Bedell Best Awards & 6th Gr. Promotion -Dates TBD Field Day - Date TBD

~Meeting dates are subject to change~

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 2026-2027 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
Nancy Nasr, Principal • CDS: 56768286055610

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

Principal's Message

Welcome to Thelma Bedell STREAM Academy!

At Bedell, we believe every child deserves a learning environment where they feel safe, valued, and inspired to grow. Our STREAM Academy, focusing on Science, Technology, Relationships, Environment, the Arts, and Mathematics, is built on the idea that learning should be hands-on, relevant, and joyful. Our dedicated staff works collaboratively to design engaging, rigorous, and differentiated instruction aligned with grade-level standards. Through purposeful use of data, we ensure that every student is both supported and challenged to reach their fullest potential; academically, socially, and emotionally.

We are deeply committed to the partnership between home and school, recognizing that strong relationships with families and our community create the foundation for student success. Together, we cultivate curiosity, character, and a love of learning that extends far beyond the classroom. At Thelma Bedell STREAM Academy, we grow together through curiosity, collaboration, and care for one another.

Nancy Nasr, Principal

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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

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.

Thelma Bedell Elementary School

During the 2024-25 school year, Thelma Bedell Elementary served 294 students in grades TK-6. Student enrollment included 24.8% qualifying for English learner support, 22.8% students identified with a disability, 0.3% migrant, 5.8% homeless youth, and 67.0% socioeconomically disadvantaged.

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

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EL Services & Community Engagement

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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 2025.

Student Enrollment by Student Group	
2024-25	
Student Group	% of Total Enrollment
Female	49.3%
Male	50.7%
Non-Binary	0%
American Indian or Alaska Native	0.3%
Asian	0%
Black or African-American	0.7%
Filipino	1.0%
Hispanic or Latino	89.1%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0.3%
White	0%
English Learners	24.8%
Foster Youth	0%
Homeless	5.8%
Migrant Services	0.3%
Socioeconomically Disadvantaged	67.0%
Students with Disabilities	22.8%

Student Enrollment by Grade Level	
2024-25	
Grade Level	# of Students
Transitional Kindergarten	22
Kindergarten	37
Grade 1	42
Grade 2	22
Grade 3	34
Grade 4	49
Grade 5	47
Grade 6	41
Ungraded	
Total Enrollment	294

Local Control Accountability Plan (LCAP)

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

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the

CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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

Opportunities to Volunteer

Chaperone Field Trips
Classroom Volunteer
Event Volunteer
Fundraising Activities
Garden Volunteer
Library Helper

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
LCAP Committee
Parent Teacher Association (PTA)
School Site Council (SSC)

School Activities

Back to School Night
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

Local Control Accountability Plan (LCAP)

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

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the

School News

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

Student Achievement**District Benchmark Assessments**

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers

identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	28.0	31.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	26.0	22.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	173	172	99.42	0.58	30.81
Female	84	83	98.81	1.19	36.14
Male	89	89	100	0	25.84
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0		0	0
Hispanic or Latino	162	161	99.38	0.62	29.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	41	41	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	91	91	100	0	26.37
Students with Disabilities	39	39	100	0	0

grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	173	172	99.42	0.58	22.09
Female	84	83	98.81	1.19	22.89
Male	89	89	100	0	21.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	162	161	99.38	0.62	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	41	41	100	0	4.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	91	91	100	0	21.98
Students with Disabilities	39	39	100	0	0

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	20.75	23.4	15.95	17.78	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	48	47	97.92	2.08	23.40
Female	22	21	95.45	4.55	28.57
Male	26	26	100	0	19.23
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	23.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	13	13	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100	0	20.83
Students with Disabilities	12	12	100	0	0
<i>Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i> <i>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.</i>					
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/tatg/pfl.					
Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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:

2024-25 Campus Improvements:

- Building G window installation
- Parking lot striping upgrades
- Replacement gutters

2025-26 Planned Campus Improvements:

- Repaint exterior of campus
- Parking lot restriping
- HVAC improvement projects
- Repaint room 16

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
Acreage	--
Square Footage	--
	Quantity
Permanent Classrooms	10
Portable Classrooms	9
Restrooms (Sets)	3
Band Room	1
Library	1
Music Room	1
Outdoor Eating Area	1
Playground	2
Resource Room	1
Staff Lounge/Teacher Workroom	1
Computer Lab	1
Wellness Center	1

Deferred Maintenance

Thelma Bedell Elementary School had deferred maintenance projects completed in 2024-25 in the amount of \$14,481. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for parking lot striping, and gate/gutter replacements.

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 2025.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, 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.

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 29, 2025. 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 2025-26 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 29, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			

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.

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 LEAP lab 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. Thelma Bedell Elementary School operates on a tiered discipline model where Tier I behavior issues are handled by the teacher, Tier II behavior issues are handled by the behavior team, and Tier III behavior issues are handled by the principal.

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.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	4.47	4.20	2.53
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.5	0.0
Female	0.6	0.0
Male	4.5	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	2.1	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	1.3	0.0
Foster Youth	0.0	0.0
Homeless	5.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	3.4	0.0
Students with Disabilities	5.5	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
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			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
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		
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	16.0	2		
1	20.0	2		
2	16.0	1		
3	21.0		1	
4	23.0		2	
5	20.0	1	1	
6	33.0			
Other	11.0	4		

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

****Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Thelma Bedell Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	316	307	53	17.3
Female	159	153	23	15.0
Male	157	154	30	19.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	283	276	51	18.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	24	2	8.3
English Learners	75	74	11	14.9
Foster Youth	--	--	--	--
Homeless	20	20	2	10.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	209	205	41	20.0
Students with Disabilities	73	72	13	18.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25 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)
- CAASPP Training
- Response to Intervention (RtI)

During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days Dedicated to Staff Development and Continuous Improvement

2023-24	2 days
• Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training	
2024-25	2 days
• CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment	
2025-26	2 days
• AMIRA Reading • Twig Science • PK/TK Math Labs • Cognitively Guided Instruction (CGI) • Classroom Management • Literacy, ELPAC Assessment, and Integrated ELD Strategies • English 3D Training • Benchmark/Performance Matters • CAASPP Alignment • Standards Map	

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 and are from the State Board's adopted list with the exception of the TK materials which are from the most recent local adoption. 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 24, 2025, 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 2025-26.5 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 2025-26 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.

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 (Emergent Bilinguals)

Thelma Bedell Elementary School provides all ELD 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. All ELD students receive ELD specifically designed for their language level by an ELD specialist.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McMillan McGraw Hill: <i>Wonders</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	McGraw Hill: <i>StudySync</i>	Yes	0%
History-Social Science			
2022	Studies Weekly	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2019	TCI: <i>History Alive</i>	Yes	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Math Expressions</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	CPM Educational Program: <i>CC 1</i>	Yes	0%
Science			
2025	Twig Education: <i>Twig Science</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2022	McGraw Hill: <i>Inspire Science</i>	Yes	0%

At Risk Interventions

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

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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	19.1	0.0	0.0	0.0	1.1	20.3
School %	94.09	0.0	0.0	0.0	5.86	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	16.5	0.0	0.0	0.0	1.0	17.5
School %	94.29	0.0	0.0	0.0	5.71	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	11.8	0.0	2.0	0.0	0.0	13.8
School %	85.59	0.0	14.41	0.0	0.0	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	2.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	14.2	6.2	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Library Clerk	1	1.0
Health Assistant	1	1.0
Nurse	1	As Needed
Occupational Therapist	1	0.4
Psychologist	1	0.6
Speech Therapist	1	1.0
District Counselors	1	As Needed
District Mental Health Counselor	1	As Needed
Outreach Consultant	1	0.4

Note: 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.

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$14,421	N/A	N/A	N/A	N/A
Restricted	\$3,463	N/A	N/A	N/A	N/A
Unrestricted	\$10,958	\$8,987	121.9%	\$11,146	98.3%
Avg Teacher Salary	\$97,529	\$97,134	100.4%	\$92,686	105.2%

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

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 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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 and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%
<i>For detailed information on salaries, see the CDE Certified Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

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.

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 theTBESSC
- 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 theTBESSC, 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.

Section2: 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.