



# BARBARA WEBSTER ELEMENTARY SCHOOL

1150 Saticoy Street • Santa Paula, CA 93060 • (805) 933-8930 • Grades TK-5

Jeff Madrigal, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2018-19 ACTIVITY PUBLISHED IN 2019-20

### Principal's Message

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1998. The report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its successes, and the areas in which improvements are needed.

As you read this Report Card for Barbara Webster Elementary School, I believe you will find a picture of a school with commitment towards meeting the learning needs of all of our students.

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2018-19 school year, the District served 5,270 students in grades TK-12. The demographic composition of the student body included 13.6% students identified with a disability, 35.8% qualifying for English learner support, 88.6% enrolled in the Free or Reduced Price Meal program, 1.4% migrant, 0.1% foster youth, and 9.6% homeless youth.

### District Vision & Mission

#### Vision:

The Santa Paula Unified School District provides exemplary learning environments for all students to be prepared to successfully contribute to a diverse global society.

#### Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and community, will prepare students academically, emotionally and socially for college, careers, global citizenship, and lifelong learning. At each grade level, all students are provided diverse and differentiated experiences and learning opportunities by a highly skilled educational team in a safe and supportive learning environment.

#### Core Values:

The Santa Paula Unified School District Board of Trustees strongly value and believe that our students need to be prepared for the 21st Century. Consequently, the District's core values reflect a commitment to:

- improving student academic performance
- providing safe and healthy schools
- maintaining a fiscally sound budget
- promoting stakeholder input
- fostering a positive district culture

Educating our students and supporting the school community is our responsibility!

#### Barbara Webster Elementary School

During the 2018-19 school year, Barbara Webster Elementary served 343 students in grades TK-5. Student enrollment included 67.6% qualifying for English learner support, 14.6% students identified with a disability, 94.2% enrolled in the Free or Reduced Price Meal program, 2.9% migrant, 0.6% foster youth, and 12.8% homeless youth.

Santa Paula  
Unified School District  
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Santa Paula, CA 93060  
(805) 933-8800

[www.santapaulaunified.org](http://www.santapaulaunified.org)

#### Board of Trustees

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section were acquired in December 2019 and information for the facilities section were acquired in November 2019.

**Student Enrollment by  
Student Group and Grade Level  
2018-19**

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.3%	Kindergarten	69
American Indian or Alaskan Native	0.0%	Grade 1	50
Asian	0.0%	Grade 2	54
Filipino	0.0%	Grade 3	55
Hawaiian or Pacific Islander	0.0%	Grade 4	61
Hispanic or Latino	98.5%	Grade 5	54
White	1.2%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	94.2%	Grade 8	0
English Learners	67.6%		
Students with Disabilities	14.6%		
Homeless	12.8%		
Foster Youth	0.6%		
Total Enrollment			343

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

## 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 following components of this SARC address some of the priorities identified in the District's LCAP:

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and School facilities are maintained in good repair.

**State Priority 2: State Standards (Conditions of Learning)**

The SARC does not cover any of the requirements of State Priority 2.

**State Priority 3: Parental Involvement (Engagement)**

The SARC provides the following information relevant to the State priority:

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

**State Priority 4: Pupil Achievement (Pupil Outcomes)**

The SARC provides the following information relevant to the State priority:

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

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

- High school dropout rates;
- High school graduation rates.

**State Priority 6: School Climate (Engagement)**

The SARC provides the following information relevant to the State priority:

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

**State Priority 7: Course Access (Conditions of Learning)**

The SARC does not cover any of the requirements of State Priority 7.

**State Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

## Parent Involvement

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

## Opportunities to Volunteer

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

## Committees

English Learner Advisory Council  
District Advisory Committee (DAC)  
District English Learner Advisory Council  
Bobcat Boosters  
School Site Council

## School Activities

Back to School Night  
Principal's Monthly Parent Meetings  
Open House  
Student Recognition Assemblies (Trimesterly)  
Winter & Spring Performances

## School News

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

## Student Achievement

### District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide interim 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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 and Grade 11)  
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	160	158	98.75%	1.25%	34.81%	160	159	99.38%	0.62%	36.48%
Male	78	77	98.72%	1.28%	31.17%	78	77	98.72%	1.28%	44.16%
Female	82	81	98.78%	1.22%	38.27%	82	82	100.00%	0.00%	29.27%
Hispanic or Latino	158	156	98.73%	1.27%	34.62%	158	158	100.00%	0.00%	36.08%
White	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	155	153	98.71%	1.29%	34.64%	155	154	99.35%	0.65%	36.36%
English Learners	123	122	99.19%	0.81%	35.25%	123	123	100.00%	0.00%	36.59%
Students with Disabilities	17	17	100.00%	0.00%	11.76%	17	17	100.00%	0.00%	23.53%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--

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

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

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

**California Assessment of Student Performance and Progress  
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11**

**Percentage of Students Meeting or Exceeding the State Standards**

	BWES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	31	35	31	34	50	50
Mathematics	34	36	24	26	38	39

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

**California Assessment of Student Performance and Progress Test Results in Science  
All Students**

**Percentage of Students Meeting or Exceeding the State Standards**

	BWES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

## Physical Fitness

In the spring of each year, Barbara Webster Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**California Physical Fitness Test Results  
2018-19**

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	26.5%	16.3%	2.0%

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

## School Facilities & Safety

Barbara Webster Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in the 1920s; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2018-19 through 2019-20 Campus Repair or Improvement Projects:

- Roof replacement project
- Air conditioning improvement project
- Parking lot paving replacement project
- Garden/outdoor classroom

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

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

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

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

- Classroom cleaning
- Kitchen cleaning
- Restroom cleaning

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

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

## School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Barbara Webster Elementary School took place on August 13, 2019. 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 2018-19 school year, 100% of restrooms were fully operational and available to students at all times.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barbara Webster Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2019.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 13, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Building A - Paint interior office with site selected colors WO# 13406874
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

## Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, one yard duty supervisor and one teacher are strategically assigned to designated entrance areas and the playground, and cafeteria staff monitor student activity while at breakfast in the cafeteria. During recess teachers monitor playground activity. Cafeteria staff monitor lunch time activity while students are in the cafeteria, and five yard duty supervisors monitor activity on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

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

## Deferred Maintenance

Santa Paula Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems.

During the 2018-19 school year, Santa Paula Unified School District allocated \$182,381 of deferred maintenance funds for the following projects at Barbara Webster Elementary School:

- Roofing projects
- Window replacements / window shades
- Termite repair projects
- Technology Upgrades

## Classroom Environment

### 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				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	18.0	4		
1	19.0	3		
2	19.0	2	1	
3	21.0		2	
4	24.0	1	2	
5	26.0		3	
Other**	14.0	1		
2017-18				
K	18.0	2	2	
1	17.0	3		
2	18.0	3		
3	19.0	3		
4	25.0		2	
5	28.0		2	
Other**	8.0	1		
2018-19				
K	19.0	1	3	
1	22.0		2	
2	17.0	3		
3	17.0	3		
4	29.0		2	
5	27.0		2	
Other**	11.0	1		

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

\*\* "Other" category is for multi-grade level classes.

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



## 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, the Nova STAR program games and recreation, the garden club, and the academic ambassador's club.

## Gifted and Talented Education (GATE) Program

Barbara Webster Elementary School offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students in grades three through five are clustered together in classes and are provided with differentiated instruction from the classroom teacher.

## Student Recognition Programs

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

## Discipline & Climate for Learning

Students at Barbara Webster Elementary School are guided by specific rules and classroom expectations that promote respect, safety and responsibility. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Barbara Webster Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. These principles are guided in part by a schoolwide participation in HelloYello.

With HelloYello, students are empowered to take proactive steps that address their own needs, while simultaneously being directed away from the chain reaction of punishment that leads to feelings of low self worth. Teachers are able to easily reward students with specific, personalized responses that address their unique experiences; as well as reinforce them for communicating openly with a trusted adult, and forging a durable, lifelong behavior pattern that promotes fulfilling relationships. All teachers in grades K-5 are in the process of reading and implementing aspects of this philosophy.

All Barbara Webster students take part each day in a schoolwide yoga and meditation program designed to give students tools to calm themselves and create more focus during academic instruction.

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

Suspensions and Expulsions									
	BWES			SPUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	2.10%	1.30%	2.20%	5.10%	4.30%	5.40%	3.60%	3.50%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.14%	0.16%	0.11%	0.09%	0.08%	0.09%

## Curriculum & Instruction

### Staff Development

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

During the 2018-19 school year, Barbara Webster Elementary provided site-based staff development after school at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Integrated English Learner Development

During the 2017-18, 2018-19 and 2019-20 school years, Santa Paula Unified School District offered the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2017-18	0 days
<ul style="list-style-type: none"> <li>English Language Arts: Wonders Curriculum Exploration, English Language Development &amp; Writing Instruction</li> <li>Science: Building Awareness, Instructional Model &amp; Hands on Examples</li> <li>Mathematics: Instructional Routines, Building Number Sense &amp; Math Learning Walks</li> </ul>	
2018-19	0 days
<ul style="list-style-type: none"> <li>Pacing Guides Training</li> <li>ELD Standards Training</li> <li>Report Card Training</li> <li>Next Generation Science Standards (NGSS)</li> <li>Engaging English Learners</li> <li>Formative Assessments</li> <li>Literably Online Assessment Pilot</li> <li>Picture Perfect Science</li> <li>Curriculum Advisory Team (CAT)</li> </ul>	
2019-20	0 days
<ul style="list-style-type: none"> <li>1 to 1 Initiative (Technology)</li> <li>Curriculum Advisory Team (CAT)</li> <li>ELA</li> <li>ELD</li> <li>Lesson Planning &amp; Observation</li> <li>Lesson Study</li> <li>Literably Online Assessment</li> <li>Mathematics</li> <li>Next Generation Science Standards</li> <li>Picture Perfect Science</li> <li>Technology</li> <li>Writing</li> </ul>	

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

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

## Instructional Materials

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

On September 11, 2019, 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 2019 - 20:01 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 2019-20 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

The Santa Paula Unified School District is using supplemental materials in addition to current Science textbooks and History/Social Science textbooks in order to meet State requirements, but plans to pilot and adopt textbooks as follows:

K-5 History-SS -Pilot/Adoption: 2020-21

K-5 Science – Pilot/Adoption 2021-22

## Specialized Instruction

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

## Special Education

Barbara Webster has two SDC classes serving severe students (one serves grades K-2 and other grades 3-5). There is one SDC teacher in each class along with three aides per class. Special Education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is assigned a case manager to oversee the implementation of the IEP. Special Education services include regular education accommodations, speech and language services, audiology services, and psychological counseling. General education and Special Education staff provide support to students through a collaborative model to provide core instruction. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP team. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

## English Language Learners

Barbara Webster Elementary School provides English Language Learner (ELL) students with English Language Development (ELD) instruction within their regular classrooms. Students are grouped by acquisition level for 30 minutes daily in kindergarten through second grade and 45 minutes daily for students in third through fifth grades. English Learner students also receive integrated language support throughout the day in their core curricular areas. Newcomers receive ELD specifically designed for their language level by an ELD specialist.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2007	No	Pearson Scott Foresman - <i>History/Social Science</i>	0%

## At Risk Interventions

Barbara Webster Elementary School provides several reading and math intervention programs to meet the needs of those students not meeting state proficiency standards. We offer in school and after school intervention programs. We use district baseline assessments determine the reading and math levels and needs for each student. During the school day our Learning Center provides reading intervention to upwards of 100 students a day in a small groups. The Learning Center team of specialist teachers monitor their students' progress periodically in order to move each child towards grade level skills. We also offer after school tutoring in math.

## Professional Staff

### Support Services Staff

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

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	1.0
Library Clerk	1	0.8
Nurse	As needed	
Psychologist	1	0.5
Occupational Therapist	As needed	
Speech/Language/Hearing Specialist	As needed	

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

## Teacher Assignment

During the 2018-19 school year, Barbara Webster Elementary had 23 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. Those teachers without a full credential include LEA and university internships, pre-internships, emergency or other permits, and waivers. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	BWES			SPUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	21	23	19	263	269	259
Teachers with Full Credential	21	23	19	256	269	259
Teachers without Full Credential	0	0	0	7	0	0
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

## 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 2017-18 school year, Santa Paula Unified School District spent an average of \$12,956 of total general funds to educate each student (based on 2017-18 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,637	49,084
Mid-Range Teacher Salary	74,983	76,091
Highest Teacher Salary	95,345	95,728
Average Principal Salaries:		
Elementary School	115,918	118,990
Middle School	118,526	125,674
High School	131,268	137,589
Superintendent Salary	196,069	230,096
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	6	6

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

**Expenditures Per Pupil and School Site Teachers Salaries  
2017-18**

Expenditures Per Pupil	Dollars Spent Per Student				
	BWES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,713	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,943	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,770	10,474	83.7%	7,507	139.5%
Average Teacher Salary	78,220	77,740	N/A	78,059	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- California Career Pathways Trust
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education

## **SARC Data & Internet Access**

### **DataQuest**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Barbara Webster Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### **Public Internet Access Location**

Parents may access Barbara Webster Elementary School's SARC and access the Internet at any of the county's public libraries. The closest public library to Barbara Webster Elementary School is the Santa Paula Public Library located at 119 North 8th Street, Santa Paula.

Santa Paula Public Library

Phone: (805) 525-3615

Hours: Mon., Tues. & Thurs. 12-8

Wed. 10-6

Sat. 10-2;

Fri. & Sun: Closed

Number of Computers Available: 7

Printers Available: Yes