



# BARBARA WEBSTER ELEMENTARY SCHOOL

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

Jeff Madrigal, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2016-17 ACTIVITY PUBLISHED IN 2017-18

### District Vision & Mission

#### Vision:

Educating students for college and careers through expanded academic learning opportunities and enhanced experiences.

#### Mission:

The Santa Paula Unified School District in collaboration with educators, parents and businesses will prepare students academically and socially for college, career, global citizenship and life-long learning by providing rich, diverse and differentiated experiences and learning opportunities, a highly skilled educational team and safe attractive schools.

### 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 Profile

#### 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 2016-17 school year, the District served 5,454 students in grades K-12. The demographic composition of the student body included 13.9% receiving Special Education services, 38.4% qualifying for English learner support, and 82.3% enrolled in the Free or Reduced Price Meal program.

#### Barbara Webster Elementary School

During the 2016-17 school year, Barbara Webster Elementary served 391 students in grades K-5. Student enrollment included 70.6% qualifying for English learner support, 11.8% receiving Special Education services, and 93.9% enrolled in the Free or Reduced Price Meal program.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	74
American Indian or Alaskan Native	0.0%	Grade 1	62
Asian	0.3%	Grade 2	63
Filipino	0.0%	Grade 3	52
Hawaiian or Pacific Islander	0.0%	Grade 4	62
Hispanic or Latino	98.7%	Grade 5	78
White (not Hispanic)	1.0%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	93.9%	Grade 8	0
English Learners	70.6%		
Students with Disabilities	11.8%		
Migrant Education	0.0%		
Foster Youth	0.0%	Total Enrollment	391

### Local Control Accountability Plan (LCAP)

As part of the new 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:

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

www.santapaulaunified.org

#### Board of Trustees

Mrs. Michelle Kolbeck, President  
Mr. Derek Luna, Vice President  
Ms. Christina Urias, Clerk  
Mrs. Kelsey Stewart, Member  
Mrs. Pamela Thompson, Member

#### District Administration

Robert Fraisse, Ph.D. & Trudy Arriaga, Ed.D.  
Interim Superintendents

Vacant  
Assistant Superintendent of Business Services

Christine Schieferle  
Assistant Superintendent of Educational Services

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section were acquired in December 2017.

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## **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 is in the process of creating districtwide common formative assessments ("benchmarks") that are aligned to the Common Core State Standards. These assessments will be used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results will be 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, and 4) plan in-class lessons and identify students who need targeted academic assistance or intervention.

### **California Assessment of Student Performance and Progress (CAASPP)**

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

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

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

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

	BWES		SPUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	28	29	32	33	48	48
Mathematics	21	23	19	23	36	37

*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. An asterisk (\*) appears in the table when the number of students tested is ten or less.*

**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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5, 8, & 10)	42	50	48	42	56	54

*Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.*

**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/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	20.3%	30.4%	5.1%

*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.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	194	189	97.4%	29.1%	194	191	98.5%	23.0%
Male	98	97	99.0%	20.6%	98	98	100.0%	21.4%
Female	96	92	95.8%	38.0%	96	93	96.9%	24.7%
Hispanic or Latino	191	186	97.4%	28.5%	191	188	98.4%	22.3%
Socioeconomically Disadvantaged	188	183	97.3%	27.9%	188	185	98.4%	21.1%
English Learners	153	149	97.4%	29.5%	153	151	98.7%	21.9%
Students with Disabilities	24	24	100.0%	12.5%	24	24	100.0%	20.8%

*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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk (\*) appears 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.*

**Federal Intervention Program**

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Barbara Webster Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program 2017-18		
	BWES	SPUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	N/A
# Schools Currently In PI		7
% Schools Currently In PI		0.778

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

## School Facilities & Safety

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

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

The following campus repairs or improvements are in process:

- Building of a new library (to be completed Spring 2018)
- Addition of a parking lot adjacent to the library
- Addition of a school garden

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 Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: July 18, 2017				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

### Percentage Description Rating:

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

## 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 July 18, 2017. 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 2016-17 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 2017.

## 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.



## 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.

### 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, and the Nova STAR program games and recreation.

### 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 accelerated 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 study of the CHAMPS program. All teachers in grades K-5th 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	2.10%	0.70%	2.10%	4.00%	3.70%	5.10%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.09%	0.07%	0.14%	0.09%	0.09%	0.09%

Class Size Distribution Self-Contained Classrooms				
Grade	Average Class Size	2014-15		
		1-20	21-32	33+
K	17.0	5		
1	18.0	3		
2	21.0		3	
3	22.0		3	
4	24.0		3	
5	25.0		3	
2015-16				
K	19.0	3		
1	21.0		3	
2	18.0	3		
3	20.0	3		
4	28.0		3	
5	28.0		2	
2016-17				
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	

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

## Curriculum & Instruction

### Staff Development

All curriculum and instructional improvement activities 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 2016-17 school year, Barbara Webster Elementary sponsored staff development after school at staff meetings. Topics are centered around the District's focus for staff development each year identified by the Educational Services Department. Training topics included:

- English Learner Development (ELD)
- Data Analysis
- Common Core State Standards (CCSS)
- Response to Intervention (RtI)
- Instructional Strategies

During the 2016-17 school year, the Santa Paula Unified School District offered supplemental training and workshops focused on the following:

- Math Expressions
- New Teacher Training
- ELA Pilot Meetings
- CLRP
- CUE Conference
- English Language Arts
- Next Generation Science Standards
- CABE Conference

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
0	0	0

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. District textbook review and adoption activities occur the year following the state's adoption.

On October 11, 2017, 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 2017 - 18:06 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 2017-18 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 being aligned to the California State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. 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 and mild to moderate students. There is one SDC teacher in each class along with three aides in the severe class and two aides in the mild to moderate 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 students identified as English Language Learner (ELL) students with English Language Development (ELD) instruction within their regular classroom. All teachers have either a CLAD or BCLAD certificate.

### 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 afterschool 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	McGraw-Hill - <i>Wonders</i>	0%	K-5
Math				
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%	K-5
Science				
2008	Yes	Delta Foss Science Kits - <i>CA Science</i>	0%	K-5
Social Science				
2007	Yes	Pearson Scott Foresman - <i>History/Social Science</i>	0%	K-5

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	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 2016-17 school year, Barbara Webster Elementary had 21 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. 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.

	BWES			SPUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	25	21	21	288	258	263
Teachers with Full Credential	19	21	21	238	253	256
Teachers without Full Credential	6	0	0	50	5	7
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	0	1	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 2015-16 school year, Santa Paula Elementary School District spent an average of \$11,105 of total general funds to educate each student (based on 2015-16 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 2015-16		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,735	46,511
Mid-Range Teacher Salary	70,685	73,293
Highest Teacher Salary	89,338	92,082
Average Principal Salaries:		
Elementary School	117,524	113,263
Middle School	120,740	120,172
High School	129,908	131,203
Superintendent Salary	177,840	213,732
Percentage of Budget For:		
Teacher Salaries	34	36
Administrative Salaries	6	5

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 2015-16					
Dollars Spent Per Student					
Expenditures Per Pupil	BWES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,581	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,189	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,392	7,045	104.9%	6,574	107.2%
Average Teacher Salary	72,045	71,208	N/A	74,476	N/A

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

In addition to general fund state funding, Santa Paula Elementary School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

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

## **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