

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



## **Blanchard Elementary School**

**56 76828 605552**

### **Contact Information:**

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**Revised June 2023**

# **Fiscal Year 2023-2024**

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## The School Plan for Student Achievement

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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 \_\_\_\_\_.

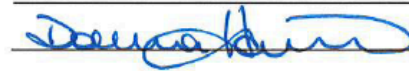
## Recommendations and Assurances

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

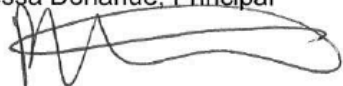


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 05/18/2023.

Attested:

  
Vanessa Donahue, Principal

5/18/23  
Date

  
SSC Chairperson

5-18-23  
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 or Classified Staff	Parent or Community Member	Student
Vanessa Donahue	X				
Donna Harrison		X			
Paige Miller		X			
Ron Valencia		X			
Yanette Frutos			X		
Natalie Bonilla				X	
Debra Herrera				X	
Veronica Sanchez				X	
Veronica Torres				X	
Karina Viveros				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
Vanessa Donahue	X				
Lydia Ayala		X			
Valerie Alamillo				X	
Joanna Sandoval				X	
Sandra Stribling				X	
Veronica Torres				X	
Number of members in each category	1	1		4	

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

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

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

## District information

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### 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 2022-2023**



**Vision Statement:** Committed to Serving Every Student Every Day

**Mission Statement:** The Santa Paula Unified School District, in collaboration with educators, parents and the community, will prepare 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.

**Goal 1:**  
**Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects**

- a. Provide professional development for all staff
- 5a Implement English Learner Saturday Academy
- b. Retain K-5 Reading Intervention Teachers
- 5b Create a Districtwide EL Language Appraisal Team (LAT)
- c. Staff smaller class size to reduce combination classes in TK-5 grade
- 5c Create and Communicate an EL Master Plan aligned to the EL Roadmap
- d. Increase computer/student ratio, purchase technology
- 5d Hire an itinerant newcomer teacher
- e. Continue upgrades to technology infrastructure
- 5e Improve Literacy/Writing Skills for EL Students in grades 4-8
- f. Retain increased Computer Technician staffing
- 5f Add additional sections in secondary master schedules to support access to a broad based curriculum
- 5g Work Collaboratively with EL parents to implement parent education courses
- j. Extend library/literacy center hours and increase access to materials
- l. Retain Data Services Specialist position
- m. **Support Expanded Transitional Kindergarten for all 4-year-olds**
- n. Retain preparatory period for Isbell Middle School
- o. Retain two Common Core Coordinators
- p. Retain TK and K Bilingual Instructional Assistants
- q. Provide additional site allocations to support educational outcomes

**Goal 2:**  
**Increase parent involvement and enhance student engagement through a variety of enrichment opportunities**

- a. Provide parent involvement opportunities districtwide
- b. Retain Administrative Support at Secondary Schools
- d. Support Advanced Placement Program and exam fees Support
- e. Career Technical Education opportunities in grades 6-12
- f. Retain Athletic Trainer
- g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools
- h. Retain and expand Band/Chorus instruction/transportation and materials K-12
- i. Support youth leadership activities at IMS, RHS, and SPHS
- j. Support AVID program at districtwide
- k. Provide a districtwide mentoring program
- l. Fund Transportation services for District approved athletic events
- m. Retain SPHS Athletic Director position
- n. Continue to implement "Summer Matters" program
- o. Implement GATE program
- q. Maintain office assistant support at all sites
- r. Fund additional elective classes at IMS and SPHS
- s. Provide after-school and summer enrichment opportunities
- t. Increase communication and marketing of district programs
- u. Provide childcare and interpreters at school events

**Goal 3:**  
**Increase graduation rates and reduce suspensions and expulsions**

- a. Provide opportunities for credit recovery for students in grades 9-12
- b. Continue Restorative Justice practices; expand to elementary sites
- c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework
- f. Retain additional counseling positions
- g. Increase A-G completion rate for all students; retain services at Isbell MS
- h. Retain school psychologist at full-time
- i. Fund daycare program and related services for teen parents
- K. Retain District Safety Coordinator; maintain district safety staff at sties

**Goal 4:**  
**Create a welcoming and efficient school climate for students, parents, and staff**

- a. Implement safety measures across school sites
- b. Support and retain additional custodial support
- c. Transfer 0.5% of expenditures to Deferred Maintenance
- e. Retain Health Services Specialists positions

Revised 7/26/22

## School Information

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### School Profile

Blanchard Elementary School is located in the city of Santa Paula and serves students in TK through grade five. In the 2022-23 school year, 254 students were enrolled, including 35% qualifying for English Language Learner support, 20.9% students with disabilities, 77.6% qualifying for free or reduced price lunch, 0.4% migrant, and 6.3% homeless youth.

### Textbooks

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

- Language Arts: Wonders ELA is used daily during the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the iO Assessment system. Targeted students receive intervention instruction from classroom teachers in small groups during Universal Access. Students with greater needs receive instruction through a pull-out program with Reading Intervention Specialists. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- English Language Development: Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Glen City utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction of English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3<sup>rd</sup> – 5<sup>th</sup> and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- Mathematics: Blanchard uses Math Expressions by Houghton Mifflin Harcourt daily in every classroom during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers during Universal Access and from cross-level teaching partners during RtI2. Intervention groups receive instruction from a variety of supplemental materials.
- History/Social Studies: For the 2022-23 school year, Blanchard will use the Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.
- Science: Blanchard uses the Delta FOSS Science Program, the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.

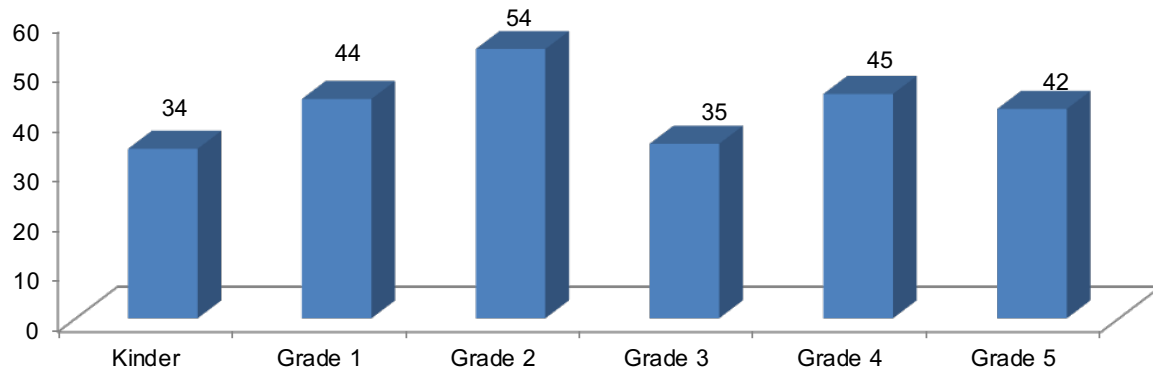
Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt a new Science Curriculum for grades K-5. The District is currently using FOSS for Science. For the 2021-22 and 2022-23 school years, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. The Science pilot took place during the 2022-23 school year and the district will determine what materials it will purchase as the new science curriculum adoption.

### School Mission

Blanchard's mission is to provide an optimal learning environment for all students through our emphasis on literacy, technology, and involvement. Our goal is to work collectively as a school community to prepare all students for success in the 21st Century.

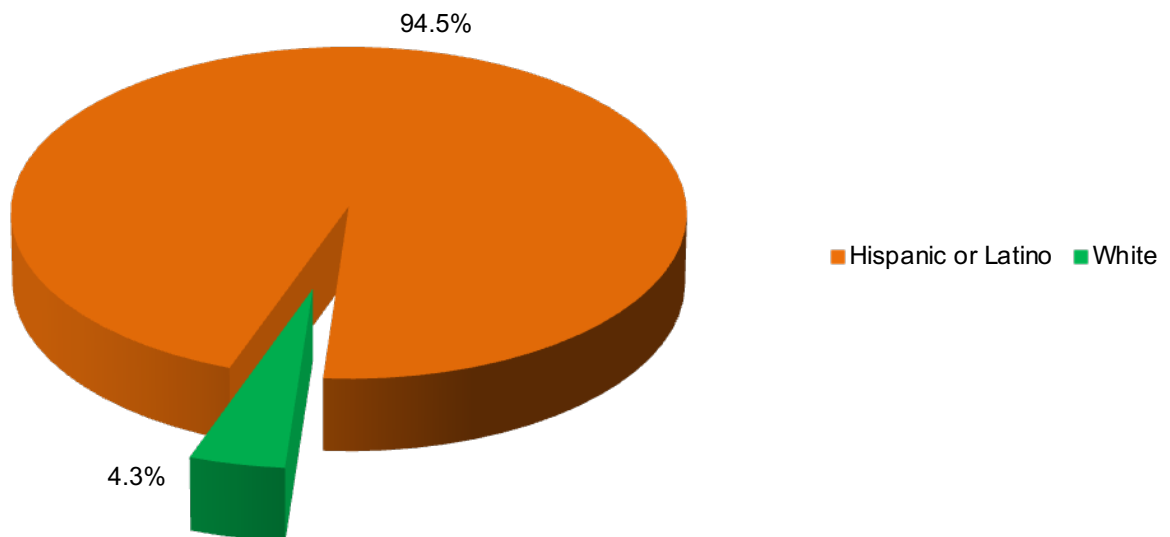
### Student Enrollment by Grade

Source: Data Quest 2022-23



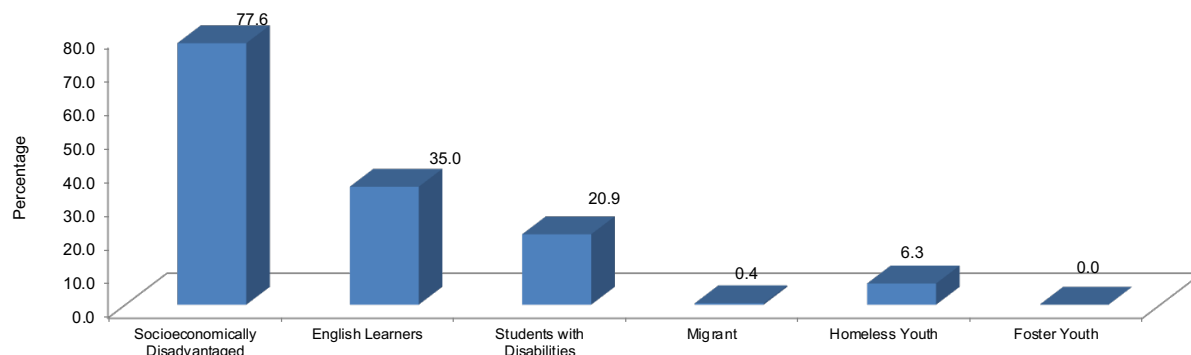
### Student Enrollment by Ethnicity

Source: Data Quest 2022-23



## Student Enrollment by Subgroup

Data Source: Data Quest 2022-23



## Comprehensive Needs Assessment

Blanchard 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 Common Core State Standards. During staff development activities and staff meetings, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - ELPAC Reports
  - CAASPP Reports
  - District Assessments (io Assessment Reports)
  - Lexia Reports
  - Teacher Input
  - STAR Accelerated Reader Diagnostics

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

## Transition from Preschool to Kindergarten

Blanchard Elementary School offers a Transitional Kindergarten program on campus. Transitional Kindergarten is an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. Beginning in the 2022-23 school year, transitional kindergarten is designed for students who turn five (5) years old between September 2, 2023 and April 2, 2024 and who may benefit from an enriched foundational early childhood education program to prepare them for success in traditional kindergarten.

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

The transitional kindergarten program allows the full day schedule of a traditional kindergarten program running from 8:00 a.m. to 2:31 p.m. Monday, Tuesday, Thursday and Friday with an early release on Wednesday at 2:16 p.m. to allow for collaboration time.

Our daily schedule includes whole group instruction and activities, small group instruction, independent and “hands-on” learning. The Transitional Kindergartners enjoy lunch and recess and participate in activities such as music, art, and motor skills development throughout the year.

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

Blanchard Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement, public agencies and private programs. The District works with school administrators to provide resources and support for both students and parents. During the 2022-2023 school year, Blanchard Elementary School will provide the following programs for its students (and parents as applicable):

- **Positive Behavior Programs / CHAMPS** - 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.
- **Project 2-Inspire** - research-based collaborative project that helps schools establish a Family-School-Community leadership program that involves all stakeholders – families, community-based organizations, teachers, administrators and other school staff

### Nutrition Programs & Fitness Programs

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

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

The district offers a variety of free and 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 \(SSFOP\)](#). Blanchard Elementary School follows the nutritional guidelines component of the policy and incorporates the physical activity and health/nutrition education components into daily curricula. Nutritional programs sponsored at the school include:

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

### Extended Learning Programs

Blanchard Elementary School provides small group after school intervention to targeted students. The school counselor provides one-on-one and small group counseling to students who have social, emotional or behavioral needs so they can focus on the work of learning. The school library assistant provides weekly opportunities for students to select and read books at their prescribed levels. The computer lab affords students the opportunity twice weekly to use software that is bookmarked at their individual level to meet their specific learning needs.

Blanchard Elementary School also offers the following extended learning opportunities:

- **Reading Intervention Specialists (One full-time and one part-time)** – Reading Intervention Specialists work with grades K-2 and 3-5 students during school to provide reading assistance to those students requiring additional help.
- **STAR-Nova Program** - STAR Education offers a wide breadth of exciting and original STAR NOVA enrichment classes in the areas of Academics, STEAM Education (science, technology, engineering, art and math), Language, Performing Arts, Sports & P.E., Recreation, Visual and Media Arts and so much more! STAR NOVA enrichment classes take place once or twice a week, allowing for a university quality class with a more individualized approach tailored to the specific needs and interests of each student. STAR collaborates with artists in residence, universities, and professionals in each field to create stimulating classes that give each student invigorating insight into the real world.
- **Alternative Support for ELA/Math (Intervention)** – tutors provided through the District for students not meeting grade level standards
- **STEAM Literacy Coaches** – Provides direct services to students during science.
- **Clubs** – Art, Science, Math, Yearbook, Chess
- **Instructional Assistant** – Two times per week for the kindergarten classes
- **Reading Intervention** – Afterschool assistance for Grades 1, 3 & 4 (six-week course)

## School Plan for Student Achievement

School Name	County-District-School CDS Code	School site Council (SSC) Approval Date	Local Board Approval Date
Blanchard Elementary School	56768286055552	May 18, 2023	

### Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidate 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. Blanchard Elementary is identified for Comprehensive Support and Improvement specifically for English Language Arts, Mathematics. Additional state dashboard indicators show that Blanchard Elementary School needs strategic improvements focused on English Language Arts, Math, Chronic Absenteeism, and Suspension Rate.

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.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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



## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Blanchard Staff	5/17/23
ELAC	5/17/23
SSC	5/18/23

## 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)**

When examining data from the California State Dashboard, an area of need is our chronic absenteeism rate. Blanchard has a 43.3% absenteeism rate which is considered very high. In addition, the dashboard indicates that the following subgroups rank highly under chronic absenteeism: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. The high percentage of chronic absenteeism impacts our students in English Learner Progress, English Language Arts, and Mathematics, which are all considered low. When students are already working below the grade level standards, missing several days of instruction significantly impacts their academic progress. To address these inequities, our district plans to add outreach consultants to help assist with communication between schools and parents. The outreach consultants will help communicate with the families and address their needs to reduce the rate of chronic absenteeism. In addition, having regular attendance will help reduce instructional gaps. Teachers will also be implementing district-level professional development in English language arts and math to address instruction. Our counselor will continue to provide social-emotional learning and relationships between peers and offer services and referrals to address student and family needs.



# Goals, Strategies, Expenditures, and Annual Review

## Goal 1:

Increase academic achievement at all grade levels in English language arts and mathematics while decreasing learning gaps for all students, including English Learners and student with disabilities.

### Identified Need:

Increased academic achievement in English Language Arts and Math assessments.

### Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessment	Baseline Scores	70% of students will meet district benchmarks
Literably Assessment	Baseline Reading Levels per student	1 year's growth for at least 80% of student population
District Unit Assessments	2022-2023 District Baseline Assessment	10% increase of students averaging 70% or higher on assessments
ELA/Math CAASPP	2021-2022 CAASPP results	5 point increase on met or exceeded

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

#### Strategy/Activity

Substitutes will provide release time for teachers to conduct assessments, data meetings, SCIP meetings, professional development, lesson planning, etc.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000 Substitutes	Title 1 (Obj. 1102, Func. 1000)
\$2,100 Fringes (Repeated Expenditure)	Title 1 (Obj. 3000, Func. 1000)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students struggling in English Language Arts and/or Math that are one or more grade levels below their current grade level.

#### Strategy/Activity

Provide before/after school intervention and/or homework help to support struggling students. Students will be identified during data meetings using assessment data. They will be provided an initial assessment and their progress will be monitored by a summative assessment after the 6-week session.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000 Teacher Extra Duty	Title 1 (Obj. 1103, Func. 1000)
\$2,100 Fringes (Repeated Expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students. Depending on the reason for the meetings, teachers may sometimes be focusing on all populations or making decisions that will impact all students or they may be spending extra time focusing on specific populations, socioeconomically disadvantaged students and English learners.

**Strategy/Activity**

Teachers will be compensated for time spent in additional meetings after school in order to have extra collaboration with peers, leadership meetings, additional planning or assessment time, professional development, etc. The needs of emergent bilingual students, students with disabilities, and other groups will be discussed throughout these meetings.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,000 Teacher Extra Duty (Repeated expenditure)	Title 1 (Obj. 1103, Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students- This helps enhance learning and tap into prior knowledge, which is beneficial to all students but especially helpful for English Language Learners, students from economically disadvantaged households, and special education.

**Strategy/Activity**

Purchase supplementary instructional educational magazines, like Scholastic News and other supplemental reading material. These magazines will enhance current grade level curriculum by adding informational text. Other student reading material and classroom libraries will also be purchased.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000 Scholastic News/Educational Magazines	Title 1 (Obj. 4200, Func. 1000)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Purchase/renew software and/or web licenses for computer programs such as: Accelerated Reader, IXL for ELA and Math, Lexia, Typing programs, Mystery Science, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$10,000 Pro. Serv. Agrmt.	Title 1 (Obj. 5800 Func. 1000)

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Pay for teachers to attend conferences in order to help with continuous professional development, which will improve student achievement through lesson or school implementation.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,073 Travel / Conferences - Teachers	Title 1 (Obj. 5200 Func. 1000)

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Fund additional lesson materials (art supplies for special projects, supplies for supplemental science lessons math manipulatives for counting collections, decodable readers etc.) for hands on activities used for supplemental class activities, before/after school interventions, and clubs.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$8,021Supplies - Students	Title 1 (Obj. 4300 Func.1000)

## Annual Review:

### SPSA Year Reviewed: 2022-2023

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.

## ANALYSIS:

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

The overall effectiveness of our efforts to increase academic achievement at all grade levels in ELA and implement the California State Standards in all core subjects have been moderately successful thus far. Currently, we do not have this year's CAASPP assessments for comparison, but we do have district assessments. Our district did use local assessments from the 2021-2022 school year to gauge student progress. Our local assessments showed that a significant number of students are still reading below grade level in ELA at every grade K-5th.

The strategies were implemented throughout the school year but were greatly impacted by the substitute shortage. Teachers were frequently out of the classroom for the district's professional development, so attending other conferences and training was impossible. Students' needs were discussed at SCIP (SST) meetings, including the needs of English Learners, struggling students, students with attending issues, and students with social-emotional needs. During the SCIP meetings, students were referred to the appropriate level of intervention services. Additional materials and supplies were ordered and utilized to support teachers with student engagement.

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

Funding allocated towards teacher conferences was not used due to lack of classroom coverage. However, we were able to make the most of the situation by utilizing the redirected funds to purchase additional materials and supplies that would help us enhance our instructional support and improve student engagement. We also lacked staff to provide before/after school intervention. The funds were later moved into additional materials and supplies to provide as much instructional support and student engagement as possible.

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

We will align our goals to the district's Local Control and Accountability Plan (LCAP) goals by combining this goal with goal 5 and goal 6. Our progress towards achieving these goals will be measured using district assessments, which will help us identify areas where we need to focus our efforts. To ensure that we can provide the necessary before or after-school interventions, we will reallocate funds if required due to a lack of staff availability. In addition, we will be reallocating extra funding that was previously used for after-school library hours, as the district has already absorbed this cost. By doing so, we can ensure that our students have access to the resources they need to succeed.

**Goal 2:**

Increase parent involvement and enhance student engagement.

**Identified Need:**

Working with school site staff and district administration to provide more parent opportunities and incorporate a variety of learning styles into classroom instruction.

**Annual Measurable Outcomes:**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting Sign-In Sheets	Average of 2021-2022 SY Meetings 2 parents	5% Increase

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, staff, and parents.

**Strategy/Activity**

Implement AVID program and strategies in grades 3-6 and create a schoolwide focus on planning for College. Purchase AVID student supplies necessary to provide necessary structure and organization required to support students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$8,021 Student Supplies (Repeated expenditure Goal 1.8)	Title 1 (Obj. 4300, Func. 1000)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide interpreters for Back to School Night, parent conferences, parent trainings, parent meetings, etc. as needed.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,000 IA Extra Duty	Title 1 (Obj. 2103, Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide beverages, snacks, and meeting supplies for parent/family involvement sessions.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$727 Supplies - Parent Involvement	Title 1 (Obj. 4300, Func. 2495)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Childcare during parent meetings in order to provide parents who do not have other child care options the opportunity to attend and get involved in their children's education.

- ELAC, SSC, Coffee with the Principal, parent meetings, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,000 IA Extra Duty (Repeated expenditure)	Title 1 (Obj. 2103 Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Substitutes will provide release time for teachers to conduct assessments, data meetings, SCIP meetings, professional development, etc.

- SCIP meetings are also conducted when there are emotional or behavior concerns that need to be addressed. During this time the team, consisting of Teacher, Parent, Counselor, Resource Teacher, School Psychologist, etc., meet to formulate an intervention plan to address the student's needs. This process
- Helps to reduce student behaviors which may result in suspensions.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3,000 Substitutes (Repeated expenditure)	Title 1 (Obj. 1102, Func. 1000)

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide funding for student incentives/prizes or medals to help students increase reading levels, math, behavior goals, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000 (Repeat Expenditure)	Title 1 (Obj. 4300, Func. 1000)

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Increase site communications to parents through the use of Parent Square, the school marque, flyers, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0.00	N/A

## Annual Review:

### SPSA Year Reviewed: 2022-2023

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.

## ANALYSIS:

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

Although we have made efforts to involve parents in school activities, there is still a need for improvement in this area. Parents have attended events like Back to School Night and awards assemblies, but attendance at informational meetings, as well as the school site council and ELAC meetings, need to be improved. We did see a 5% increase in parent involvement in some areas, but it was not consistent, and there is still a long way to go. We strongly believe that increased parental involvement will lead to better outcomes for students. As a result, we are committed to exploring new ways to engage parents and encourage their active participation in our school community like having parent workshops where they are taught how to help their children on specific academic skills.

In terms of student engagement, it has been limited, and there is still a significant amount of room for improvement. Our efforts have included the allocation and utilization of funds to procure additional supplies, which have been put to good use. However, we recognize that we could have acquired more resources to bolster student participation in lessons and to further their progress in Math and English Language Arts. Consequently, we remain committed to exploring avenues that will enable us to enhance student engagement and promote academic excellence.

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

Funding that was allocated towards staff for extended library hours, was absorbed by the district and no longer needed. Due to the amount of professional development teachers were already receiving and the shortage of substitutes, no additional funding was used for conferences.

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.

Next year, Blanchard School plans to increase student engagement and academic achievement by becoming an art academy and implementing project-based learning. There will be more of a focus on funding for materials and supplies used for art integration into the core subjects areas to enhance student engagement and increase student achievement as well as other materials and supplies needed for hands on learning. The district plans to have the same amount of professional development as was provided this year, so there will be a decrease in the amount of funds allocated toward conferences for staff. We plan to also incorporate some parent meetings or activities that may involve parents and students participating in art activities.



**Goal 3:**

Create a supportive school environment that addresses students' emotional needs, behavioral needs, provides structure, consistent routines, progressive discipline, and is a place where students feel safe.

**Identified Need:**

The COVID-19 pandemic has resulted with many students struggling emotionally from lack of structure and routines, have lost family members, have families going through financial struggles, or have regressed to previous behaviors due to all of the changes.

**Annual Measurable Outcomes:**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referrals on Social Conflicts/Bullying	End of the 2022-2023 office referral information	5% decrease

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Implement AVID program and strategies, and graphic organizers in grades 3-6 and create a school wide focus on planning for college or careers. Purchase AVID student supplies necessary to provide necessary structure and organization required to support students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$8,021 Student Supplies (Repeated expenditure)	Title 1 (Obj. 4300, Func. 1000)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students. Depending on the reason for the meetings, teachers may sometimes be focusing on all populations or making decisions that will impact all students or they may be spending extra time focusing on specific populations, such as Emergent Bilinguals and students with disabilities.

**Strategy/Activity**

Teachers will be compensated for time spent in additional meetings/professional development after school in order to have extra collaboration with peers, leadership meetings, additional planning or assessment time, professional development, etc. The needs of EL students will be discussed throughout these meetings, in addition to other groups.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,000 Teacher Extra Duty (Repeated expenditure)	Title 1 (Obj. 1103, Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Teachers, counselor, support staff, and Principal will focus on school rules, procedures, and expected behaviors throughout the year with students

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	NA

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Substitutes will provide release time for teachers to conduct assessments, data meetings, SCIP meetings, professional development, etc.

- SCIP meetings are also conducted when there are emotional or behavior concerns that need to be addressed. During this time the team, consisting of Teacher, Parent, Counselor, Resource Teacher, School Psychologist, etc., meet to formulate an intervention plan to address the student's needs. This process helps to reduce student behaviors which may result in suspensions.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3,000 Substitutes	Title 1 (Obj. 1102, Func. 1000)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Counselor and teachers to attend conferences in order to help with continuous professional development covering strategies, techniques, implementation for social emotional support, school culture, discipline, classroom management, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,073 Travel/Conferences-Teachers (repeated expenditure)	Title 1 (Obj. 5200, Func.1000)
\$2,433 Travel / Conferences-Counselor (repeated expenditure)	Title 1 (Obj. 5200, Func. 3110)

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide additional funding for classified staff to attend or support school meetings/school events in addition to or outside of their scheduled work time for discussion. Classified may also receive professional development, support teachers with students, or provide assistance for school events.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,000 IA Extra Duty (repeated expenditure)	Title 1 (Obj. 2103, Func. 1000)
\$2,100 Fringes (repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

## Annual Review:

### SPSA Year Reviewed: 2022-2023

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.

## ANALYSIS:

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

Although some progress has been made, there is still much room for improvement in achieving our goal. Teachers frequently had to attend professional development sessions, which made it difficult for them to attend other conferences or training. We discussed students' needs, including those of English Learners, struggling students, those with attendance issues, and those with social-emotional needs, at SCIP (SST) meetings. During these meetings, we referred students to the appropriate level of intervention services. We also ordered and utilized additional materials and supplies to help support teachers with student engagement.

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

Funding was designated for the purpose of compensating substitutes to provide additional hours for teachers to attend student study team meetings or SCIP meetings during and outside of regular school hours. The aim was to support students and provide them with the necessary interventions to meet their academic or social emotional needs. Regrettably, there was a lack of available substitutes, which resulted in the reallocation of the funds initially set aside for conferences or professional development. These funds, instead, were utilized to procure more supplies for the students. The school has recently initiated the implementation of AVID, which focuses on teaching students techniques for effective organization and note-taking. Supporting the social-emotional and behavioral needs was at times difficult due to a lack of support staff or resources not utilized by parents.

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.

The allocation of funds will be focused on assisting students with their emotional development and instructional engagement. The resources will also be utilized to provide educational materials to enhance instruction and meet the needs of students, including those who are English Language Learners, special education students, homeless and foster students, and other groups. Funds towards parent engagement will remain very similar as it continues to be a focus area.

**Goal 4:**

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

**Identified Need:**

Working with students, staff, parents, and community members to reinforce positive student peer interactions and increased parent participation.

**Annual Measurable Outcomes:**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting Sign in Sheets	Average of 2022-2023 SY Meetings	5% Increase

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, staff, and parents.

**Strategy/Activity**

Implement AVID program and strategies in grades 3-6 and create a schoolwide focus on planning for college or careers. Purchase AVID student supplies necessary to provide necessary structure and organization required to support students and teach students organization skills.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$8,021 Student Supplies (Repeated expenditure)	Title 1 (Obj. 4300, Func. 1000)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide interpreters for Back to School Night, parent conferences, parent trainings, parent meetings, student SCIP meetings, etc. as needed.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,000 IA Extra Duty (Repeated expenditure)	Title 1 (Obj. 2103, Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide beverages, snacks, and meeting supplies for parent/family or parent make &amp; take sessions.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$654 Supplies - Parent Involvement (Repeated expenditure)	Title 1 (Obj. 4300, Func. 2495)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Childcare during parent meetings in order to provide parents who do not have other child care options the opportunity to attend and get involved in their children's education.

- ELAC, SSC, Coffee with the Principal, parent meetings, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$1,000 IA Extra Duty (Repeated expenditure)	Title 1 (Obj. 2103 Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Substitutes will provide release time for teachers to conduct assessments, data meetings, SCIP meetings, professional development, etc.

- SCIP meetings are also conducted when there are emotional or behavior concerns that need to be addressed. During this time the team, consisting of Teacher, Parent, Counselor, Resource Teacher, School Psychologist, etc., meet to formulate an intervention plan to address the student's needs. This process
- Helps to reduce student behaviors which may result in suspensions.
- Attend professional development

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$3,000 Substitutes (Repeated expenditure)	Title 1 (Obj. 1102, Func. 1000)

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

**Strategy/Activity**

Provide additional funding for classified staff to attend or support school meetings/school events in addition to or outside of their scheduled work time for discussion. Classified may also receive professional development, support teachers with students, or provide assistance for school events.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,000 IA Extra Duty (Repeated expenditure)	Title 1 (Obj. 2103, Func. 1000)
\$2,100 Fringes (Repeated expenditure)	Title 1 (Obj. 3000, Func. 1000)

## Annual Review:

### SPSA Year Reviewed: 2022-2023

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.

## ANALYSIS:

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

We have not been successful in achieving our goal of improving academic achievement for all English Learner students across all grade levels and implementing the California State Standards in core subjects. While we do not have this year's CAASPP assessments for comparison, we do have district assessments. Based on the local assessments from the 2021-2022 school year, we found that English learners are still reading below grade level in ELA at every grade level from K to 5th. We did not see a 5% increase in the number of students reclassified this year.

The strategies were implemented throughout the school year but were greatly impacted by the substitute shortage. Teachers were frequently out of the classroom for the district's professional development, so attending other conferences and training was impossible. Students' needs were discussed at SCIP (SST) meetings, including the needs of English Learners, struggling students, students with attending issues, and students with social-emotional needs. During the SCIP meetings, students were referred to the appropriate level of intervention services. Additional materials and supplies were ordered and utilized to support teachers with student engagement.

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

Due to a shortage of substitute teachers it limited our ability for teachers to attend. However, we were able to use the funds to purchase additional materials and supplies that would help us enhance our instructional support and improve student engagement. There was also a lack of staff able to provide before/after school intervention. The funds were later moved into additional materials and supplies to provide as much instructional support and student engagement as possible.

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.

No changes will be made to this goal.



## Goal 5:

### Annual Review:

**SPSA Year Reviewed: 2022-2023**

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.

### ANALYSIS:

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

Our efforts to improve academic performance in English Language Arts (ELA) and implement California State Standards across all core subjects for all grade levels have yielded some progress. However, we cannot make a proper comparison with the latest CAASPP assessments since we do not have access to them. According to the district assessments carried out during the 2021-2022 academic year, students in grades K-5 are still reading below their respective grade levels in ELA. Teachers found it challenging to attend conferences and training to enhance their teaching skills. In SCIP (SST) meetings, we discussed the needs of students, including English Learners, struggling students, those with attendance issues, and those with social-emotional needs. We referred these students to the appropriate interventions to address their unique needs.

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

It was difficult for our teachers to attend professional development sessions as it frequently took them away from the classroom, resulting in the need for sub plans and new instruction planning. Unfortunately, this meant we had to redirect funding away from conferences and before/after school intervention. However, we used the redirected funds to purchase additional materials and supplies to improve our instructional support and increase student engagement. Despite the challenges, we were able to adapt and effectively utilize the resources available to us. The funds that were originally allocated for conferences and before/after school intervention were repurposed to provide as much instructional support and student engagement as possible.

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

We will align our goals to the district's Local Control and Accountability Plan (LCAP) goals by combining this goal with goal 1 and goal 6. Our progress towards achieving these goals will be measured using district assessments, which will help us identify areas where we need to focus our efforts. To ensure that we can provide the necessary before or after-school interventions, we will reallocate funds if required due to a lack of staff availability. In addition, we will be reallocating extra funding that was previously used for after-school library hours, as the district has already absorbed this cost. By doing so, we can ensure that our students have access to the resources they need to succeed.

**Goal 6:****Annual Review:****SPSA Year Reviewed: 2022-2023**

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.

**ANALYSIS:**

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

Throughout the school year, special education students have made progress, but they are still performing below grade level. On average, students who received resource services showed one year's growth in reading level. However, the academic performance of these students is still two to three years behind their peers. We do not have the CAASPP assessments for this year yet, but the district assessments show that students in grades K-5 are still reading below grade level in ELA. This information comes from local assessments conducted during the 2021-2022 school year. Due to a substitute shortage, teachers were frequently absent from the classroom for district professional development, which impacted the implementation of strategies we had planned. As a result, attending other conferences and training was not possible. Students' needs were discussed during Individualized Education Program meetings, and classroom accommodations were put in place to support their learning and instruction. Overall, students with disabilities continue to perform below grade level standards compared to their peers.

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

Our efforts to improve academic performance in English Language Arts (ELA) and implement California State Standards across all core subjects for all grade levels have yielded some progress. However, we cannot make a proper comparison with the latest CAASPP assessments since we do not have access to them. According to the district assessments carried out during the 2021-2022 academic year, students in grades K-5 still read below their respective ELA grade levels. Unfortunately, the substitute teacher shortage has affected our planned strategies, resulting in teachers' frequent absence from classrooms for district professional development. Furthermore, teachers found it challenging to attend conferences and training to enhance their teaching skills. In SCIP (SST) meetings, we discussed the needs of students, including English Learners, students with disabilities, those with attendance issues, and those with social-emotional needs. We referred these students to the appropriate resources to address their unique requirements.

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

We will align our goals to the district's Local Control and Accountability Plan (LCAP) goals by combining this goal with goal 1 and goal 5. Our progress towards achieving these goals will be measured using district assessments, which will help us identify areas where we need to focus our efforts. Due to lack of staffing we will allocate less funding for before and after school intervention and funding that was previously used for after-school library hours, as the district has already absorbed this cost. By doing so, we can ensure that our students have access to the resources they need to succeed.

## Budget

### Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$654.04 parent engagement)	\$38,281.04

Subtotal of additional federal funds included for this school: **\$38,281.04**

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 (\$)
None	N/A

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$38,281.04**

Title I Allocations – 2023-24

2023-2024 Title 1 Budget

Name of School: Blanchard Elementary School

		Resource	Title I	Estimated Carry Over	Remarks
		Allocation: 19-20	38,281		
OBJ.	Function	DESCRIPTION			
1102	1000	Substitutes	3,000		Teacher release time for assessments, data meetings, professional development, etc.
1103	1000	Tchr. Extra Duty	4,000		Before/After School Intervention, Parent Meetings, Data Meetings, Leadership Team, extra student support, additional collaboration, etc.
1203	1000	Counselor Extra Duty			
2100	1000	Instructional Asst.			
2103	1000	IA Extra Duty	2,000		Translating and/or child care for meetings, Back to School night, parent teacher conferences, etc.
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	2,100		Certificated and Classified Extra duties
4200	1000	Other Books- students	5,000		Scholastic books and other student reading materials, and additional learning supplies
4200	3110	Other Books - counselor			
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	8,021		AVID Materials, Activities/lessons Supplies for students, student field strips, student incentives, etc.
4300	2420	Supplies - Library			
4300	2495	Supplies – Parent Inv.	654		Parent Meetings: training materials, supplies or information sent home, snacks, etc.
4300	2700	Supplies – Office			
4300	3140	Supplies-Health			
4325	1000	Technology			
4395	1000	Site Reserve 5%			
4399	1000	Unallocated funds			
4400	1000	Uncap. Equip. +\$500			
4400	2700	Uncap. Equip. +\$500			
4425	1000	Tech Equipment			
5200	1000	Travel / Conf. – Teachers	2073		Professional development for ELA, Math, Classroom Management
5200	2700	Travel/Conf. – Admin.			
5200	3110	Travel/Conf. – Counselor	2433		Professional development to help support teacher instruction or social emotional school implementation
5200	1000	Travel/Conf Parents			
5610	1000	Equip. repair			
5620	1000	Serv. Agrmt			
5620	2700	Serv. Agrmt.			
5800	1000	Prof. Serv. Inst	9,000		Software( IXL, digital software/instructional programs, etc)
5860	1000	Transportation			
Total Spent			38,281		
Available Balance			0		

SSC Chair Signature: \_\_\_\_\_

Date: 5-18-23

Principal Signature: \_\_\_\_\_

Date: 5-18-23

## References

### 2021-22 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	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	44	44	44	2.27%	13.64%	25.00%	59.09%
Male	21	21	21	4.76%	14.29%	28.57%	52.38%
Female	23	23	23	0.00%	13.04%	21.74%	65.22%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	43	43	43	2.33%	11.63%	25.58%	60.47%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	37	37	37	2.70%	13.51%	18.92%	64.86%
English Learners	16	16	16	0.00%	18.75%	12.50%	68.75%
Students with Disabilities	13	13	13	0.00%	7.69%	7.69%	84.62%
Migrant Education							
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2021-22						
	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	45	45	45	0.00%	13.33%	24.44%	62.22%
Male	21	21	21	0.00%	14.29%	28.57%	57.14%
Female	24	24	24	0.00%	12.50%	20.83%	66.67%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	44	44	44	0.00%	13.64%	22.73%	63.64%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	37	37	37	0.00%	10.81%	24.32%	64.86%
English Learners	16	16	16	0.00%	6.25%	25.00%	68.75%
Students with Disabilities	13	13	13	0.00%	0.00%	7.69%	92.31%
Migrant Education							
Homeless Youth	4	4	4	*	*	*	*

2021-22 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2021-22						
	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	48	48	48	2.08%	6.25%	25.00%	66.67%
Male	26	26	26	0.00%	11.54%	23.08%	65.38%
Female	22	22	22	4.55%	0.00%	27.27%	68.18%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	42	42	42	2.38%	4.76%	28.57%	64.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	37	37	37	2.70%	8.11%	21.62%	67.57%
English Learners	18	18	18	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2021-22						
	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	48	47	47	4.26%	10.64%	29.79%	55.32%
Male	26	25	25	8.00%	8.00%	24.00%	60.00%
Female	22	22	22	0.00%	13.64%	36.36%	50.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	42	41	41	4.88%	12.20%	29.27%	53.66%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	37	36	36	5.56%	11.11%	22.22%	61.11%
English Learners	18	18	18	0.00%	0.00%	38.89%	61.11%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless Youth	4	4	4	*	*	*	*

**2021-22 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics**

	English Language Arts/Literacy						
	2021-22						
	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	43	43	43	18.60%	27.91%	13.95%	39.53%
Male	18	18	18	11.11%	16.67%	16.67%	55.56%
Female	25	25	25	24.00%	36.00%	12.00%	28.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	38	38	15.79%	28.95%	15.79%	39.47%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	38	38	38	15.79%	28.95%	15.79%	39.47%
English Learners	14	14	14	7.14%	14.29%	28.57%	50.00%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	6	6	6	*	*	*	*

	Mathematics						
	2021-22						
	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	43	43	43	6.98%	6.98%	32.56%	53.49%
Male	18	18	18	5.56%	5.56%	16.67%	72.22%
Female	25	25	25	8.00%	8.00%	44.00%	40.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38	38	38	2.63%	7.89%	36.84%	52.63%
Hawaiian or Pacific Islander							
White (not Hispanic)	4	4	4	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	38	38	38	7.89%	7.89%	28.95%	55.26%
English Learners	14	14	14	0.00%	0.00%	28.57%	71.43%
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless Youth	6	6	6	*	*	*	*



School-Parent/Home Compact

*SCHOOL PARENT COMPACT  
Blanchard School 2023-2024*

**The Parent/Guardian Pledge**

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

- See that my child arrives at school on time every day with adequate sleep, good nutrition and clean appropriate clothing.
- Encourage my child to complete and return all homework
- Review all school communications and notes promptly and maintain communications with 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.
- Through my example, teach my child respect for others.

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 all homework on time.
- Follow school and classroom rules.
- Be responsible for my own behavior.
- Do my own work at all times.
- Read at home every day.
- Respect the rights of others.

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

Date \_\_\_\_\_

**Teacher Pledge**

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

- Provide a safe positive, healthy and secure learning environment
- Have high expectations and communicate them to the students and parents.
- Communicate student progress to parents (positive and negative)
- Recognize and validate the strengths and needs of each individual student.
- Be prepared and work cooperatively with peers and parents.
- Teach appropriate skills and concepts.
- Provide appropriate and meaningful homework.
- Make learning enjoyable.
- Through my example, teach my students respect for others.

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

Date \_\_\_\_\_

**Principal Pledge**

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

- Involve parents in planning, reviewing, and improving school policies and programs through our School Site Council, our ELAC group and our monthly parent meetings. School information, school planning and parent education will occur at these monthly meetings.
- Encouraging an atmosphere that provides positive communication between the teacher, parent, students and support staff.
- Providing a clean, safe, secure environment.
- Allowing and fostering professional growth and change through staff experimentation and creativity.

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

Date \_\_\_\_\_

**Support Staff/Non-Certificated**

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 do their best so they can be successful.
- Work cooperatively with school, home and community.

Support Staff/Non – Certificated \_\_\_\_\_

Date \_\_\_\_\_



## Family Engagement Policy

**Blanchard School  
Parent and Family Engagement Policy  
2023 – 2024**

Blanchard School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents, family members and guardians. Blanchard School invites parents to provide input during parent committees such as SSC and ELAC, during parent conferences or SCIP meetings, and school parent surveys distributed at least annually. It has distributed the policy to parents and family members of Title I students. The policy is distributed at the beginning of each school year through registration packets and to any students who enroll after that date during the school year. It is reviewed at the Annual Title I Parent Meeting. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

**I. Engagement of Parents in the Title I Program**

To involve parents and family members in the Title I program at Blanchard School, the following practices have been established:

- a. The school convenes an annual meeting to inform parents and family members of their school's participation in the Title I program and to explain the requirements and the right of the parents and family members to be involved. (20 USC 6318(c)(1))
  - Communication of classroom policies and procedures at Back-to-School Night at the beginning of the school year.
  - Invite parents to discuss school concerns when on campus for SSC, SCIPs, ELAC, Coffees with the Principal, Parent Trainings, and when concerns arise.
  - All parent meetings will have Spanish translations of materials and will be conducted in both English and Spanish.
- b. The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2))
  - We will hold a Back-to-School Night at the beginning of the school year. Each class will present information in English and Spanish.
  - Convene with English Language Advisory Committee (ELAC) to establish communication and English Language Learner Plan.
  - Invite parents to PTO meetings for the purpose of parental involvement and input.
  - Invite parents to informational meetings where parents may also provide input.
- c. The school involves parents and family members in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318(c)(3))
  - We will revise our School Parental Involvement Policy annually with input from SSC, ELAC and parents who attend Coffees with the Principal.
  - A survey will be sent home to every family in English and Spanish soliciting their input and suggestions for school improvement.
- d. The school provides parents of participating students with the following:
  1. Timely information about the Title I program. (20 USC 6318(c)(4)(A))
    - Annual Title I meeting.
    - Parent Committee meetings such as ELAC, SSC, and PTO.
    - School Accountability Report Card
    - Coffee with the Principal meetings quarterly.

2. An explanation of the curriculum in use at the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318(c)(4)(B))
  - Coffee with the Principal meetings
  - Parent Teacher Conferences/Meetings
  - IEP or SCIP Meetings
  - ELAC, SSC meetings
  - School Accountability Report Card
3. If requested by parents, the school provides opportunities for regular meetings that allow parents and family members to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. (20 USC 6318(c)(4)(C))
  - Student Collaborative Intervention Plan (SCIP) Meetings
  - ELAC Meetings
  - School Site Council Meetings
  - Parent trainings
  - Coffee with the Principal Meetings

## II. School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. [20 USC 6316(d)(1)]
- The ways parents will be responsible for supporting their children's learning. [20 USC 6316(d)(1)]
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences\*\*\*; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; opportunities to observe classroom activities; and regular two-way meaningful communication between family members and school staff in a language that family members can understand. (20 USC 6316(d)(2)(A)-(D) inclusive]
- Compacts are reviewed/updated annually by staff and School Site Council
- Compacts are distributed in Registration Packets and at the time of registration for new students

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

## III. Building Capacity for Involvement

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

- a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, Reclassification, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))
  - Presentations at parent meetings- ELAC, SSC and Coffee with the Principal meetings
  - Family Nights focused on Literacy, Math, STEM

- b) The school provides parents with materials and training to help them work with their children to improve their children's achievement. (20 USC 6318(e)(2))
- Family Education Classes
  - ELAC meetings
  - Parent Education classes
  - SCIP Meetings
  - Parent Teacher Conferences
- c) With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. (20 USC 6318(e)(3))
- Staff Meetings
  - Professional Collaboration Time
  - ELAC, PTO and SSC meetings
  - Information for staff about working with parents
- d) The school, to the extent feasible and appropriate, coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent access to the school library and computers, and parent education classes to encourage and support parents in more fully participating in the education of their children. (20 USC 6318(e)(4))
- School library available to parents for book check out and access to computers
  - Parent Education classes
  - ELAC and School Site Council parent training
  - Principal Informational Meetings
- e) The school ensures that information related to school and parent programs, meetings, and other activities to parents and family members is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318(e)(5))
- Parent Meetings are presented in both English and Spanish. Interpreters are provided for IEPs, SCIPs, meetings, trainings, Back-to-School Night and parent-teacher conferences.
- f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318(e)(14))
- Flexible Meeting Times
  - Suggestions from SSC, PTO and ELAC
  - Annual Survey results will be used to evaluate program

#### IV. Accessibility

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

- Spanish translators
- All school office communications are provided in English and Spanish
- Student Report Cards are provided in English and Spanish

- Bilingual assistance for parents for registration, health or other situations
- Bilingual office staff and health assistant
- Flexible meeting times with school staff-before, during or after school
- ADA accessible campus

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

### Parent Involvement Calendar

Blanchard Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2023-24 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.

<b>July</b>	<b>January</b>  Friends of Blanchard Meeting School Spelling Bee ELAC Meeting SSC Meeting
<b>August</b>  Friends of Blanchard Meeting Back to School Night English Language Advisory Committee (ELAC Elections) School Site Council (SSC) Committee Elections	<b>February</b>  Friends of Blanchard Meeting
<b>September</b>  Labor Day Parade Friends of Blanchard Meeting ELAC Meeting SSC Meeting Title I Parent Meeting Coffee with the Principal	<b>March</b>  Friends of Blanchard Meeting Parent Conferences Trimester Awards Assemblies Family Movie Night ELAC Meeting SSC Meeting Coffee with the Principal
<b>October</b>  Friends of Blanchard Meeting Science Night Halloween Parade Family Movie Night ELAC Meeting SSC Meeting	<b>April</b>  Friends of Blanchard Meeting ELAC Meeting SSC Meeting
<b>November</b>  Parent Conferences Trimester Awards Assemblies Scholastic Book Fair Turkey Trot ELAC Meeting SSC Meeting Coffee with the Principal	<b>May</b>  Friends of Blanchard Meeting ELAC Meeting SSC Meeting Spring Performances 5 <sup>th</sup> Grade vs. Staff Softball Game Field Day
<b>December</b>  Friends of Blanchard Meeting Reclassification Meetings Winter Performances Family Movie Night	<b>June</b>  Friends of Blanchard Meeting Trimester Awards Assemblies
<b>To Be Arranged/Scheduled:</b> Study Trips Parent Education 504 Meetings, SCIP Meetings, and IEP Meetings Classroom Volunteers	<b>Methods of Communication:</b> ParentSquare Announcements Flyers Web Site/Social Media School Marquee

### Teacher Mentoring Programs

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The **California Teacher Induction (CTI)** program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period.

The Ventura County Office of Education Teacher Support Services has established an integrated system that supports multiple entry points into the teaching profession to provide a skilled, credential teacher for every classroom in Ventura County. The department is a unique blending of support through the learning-to-teach system from pre-service experiences to university teacher preparation to new teacher induction. Teacher Support Services provides a broad range of professional development and services. Program and services are offered locally and within the region reaching VCOE and its 20 districts, charter and private schools, 6 university teacher preparation programs, and Santa Barbara and San Luis Obispo County offices.

#### **Site-based Mentoring Programs:**

Blanchard Elementary School supports teacher mentoring through classroom observation and modeling. Teachers are provided opportunities to visit other classrooms on and off campus during instructional hours to observe effective teaching strategies in which substitute services are provided during instructional time. The principal provides regular feedback and coaching to all teaching staff.

### Professional Development Plan

The district provides multiple staff development opportunities for all teachers both during the school year as well as during the summer. Analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended content training to adopted textbooks in both Language Arts and math and have developed unit and lesson plans based on the most appropriate strategies. Our District and site-level leadership provides onsite support with data analysis, intervention planning, instructional strategies and model lessons to support site teachers in the most appropriate grade level instructional delivery of standards-based content. Principals use frequent walk-throughs to monitor the instructional program and provide feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in day long “data day” meetings. These meetings are planned by the principal to include professional development and data analysis. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. In addition to this, staff meetings and staff development sessions frequently provide opportunities for collaboration and professional development.

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

During the 2023-24 school year, Blanchard’s teachers will focus on the following staff development topics:

- Art Integration using California State Standards
- Safety
- Social Emotional Learning

### Principal’s Training Aimed at Improving Student Achievement

Principal Vanessa Donahue has attended training opportunities sponsored by the Ventura County Office of Education. During the 2023-24 school year, Ms. Donahue plans to attend the following workshops sponsored by the Santa Paula Unified School District or Ventura County Office of Education:

- Safety & Emergency Preparedness Training
- ACSA-Special Education Academy
- CALSA-California Association of Latino Superintendents and Administrators
- Academic Intervention Strategies
- Social Emotional Learning



School Accountability Report Card



# BLANCHARD ELEMENTARY SCHOOL

115 Peck Road • Santa Paula, CA 93060 • (805) 933-8866 • Grades TK-5

Vanessa Donahue, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2021-22 ACTIVITY PUBLISHED IN 2022-23

### Principal's Message

The School Accountability Report Card is intended to provide information to the community about how Blanchard School is managed, how resources are utilized, the services and programs that our school offers students, and how students are performing academically on annual assessments. Blanchard School is proud of our many accomplishments and our work with children. We recognize the challenges with which we are presented and the need for constant evaluation and improvement as necessary.

Blanchard maintains a warm and nurturing environment for learning. Our dedicated staff provides each student with quality standards-based education utilizing data and research-based instructional strategies. Academic support and intervention, as well as behavioral/social-emotional support, is provided to students who meet specified criteria to promote academic success and responsible behavior.

Parents are welcome at our school and have many opportunities to be involved in the school community. Parents serve as volunteers in the classroom, for special activities and serve on School Site Council, and Friends of Blanchard School. In addition to site-based committees, parents can represent the school and serve on District committees.

We believe that an effective school is one in which teachers, parents, students, and staff work together as a supportive community for learners. A cooperative partnership between home and school provides the best opportunity for each of our students to reach his or her highest potential.

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability,

34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

### District Vision & Mission

#### Vision:

Committed to serving every student every day.

#### Mission:

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

#### Student Enrollment by Student Group and Grade Level 2021-22

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.4%	Kindergarten	45
Male	49.6%	Grade 1	55
Non-Binary	0.4%	Grade 2	37
American Indian or Alaskan Native	0.4%	Grade 3	43
Asian	0.4%	Grade 4	47
Black or African American	0.4%	Grade 5	45
Filipino	0.4%		
Hispanic or Latino	93.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.4%		
White	4.8%		
English Learners	37.1%		
Foster Youth	1.1%		
Homeless	8.8%		
Migrant	0.7%		
Socioeconomically Disadvantaged	81.6%		
Students with Disabilities	17.3%		
Total Enrollment			272

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

#### Santa Paula

#### Unified School District

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

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Assistant Superintendent  
Human Resources & Employee Development

Dr. David Moore  
Assistant Superintendent  
Educational Services

Dr. Gina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Ms. Cynthia Carrillo  
Executive Director  
Classified Human Resources

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

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in December 2022.



## Blanchard Elementary School

During the 2021-22 school year, Blanchard Elementary served 272 students in grades TK-5. Student enrollment included 37.1% qualifying for English learner support, 17.3% students identified with a disability, 81.6% enrolled in the Free or Reduced Price Meal program, 0.7% migrant, 1.1% foster youth, and 8.8% homeless youth.

## Local Control Accountability Plan (LCAP)

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

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

- Degree to which teachers are 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 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

Classroom Volunteer  
Fundraising Activities  
Special Events  
Study Trips

### Committees

English Learner Advisory Committee (ELAC)  
District English Learner Advisory Committee (DELAC)  
LCAP Committee  
Parent District Advisory Committee (PDAC)  
Parent Teacher Organization - Friends of Blanchard  
School Site Council

### School Activities

Awards Assemblies  
Back to School Night  
Class Celebrations  
Family Movie Nights  
Field Day  
Parent Conferences  
Parent Education Nights  
Spelling Bee  
Title I Meetings  
Winter/Spring Performances

## School News

Parents stay informed on upcoming events and school activities through flyers, monthly calendars, parent conferences, ParentSquare messages, school and district websites, and the school marquee. Contact your child's teacher or the principal at (805) 933-8866 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 diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

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

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	43	42	97.67	2.33	11.9
Female	25	25	100	0	16
Male	18	17	94.44	5.56	5.88
American Indian or Alaskan Native	--	--	--	--	--
Asian					
Black or African American					
Filipino					
Hispanic or Latino	38	37	97.37	2.63	8.11
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	14	14	100	0	7.14
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	38	37	97.37	2.63	13.51
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22										
	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	135	135	100	0	22.96	136	135	99.26	0.74	14.07
Female	70	70	100	0	27.14	71	71	100	0	14.08
Male	65	65	100	0	18.46	65	64	98.46	1.54	14.06
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	123	123	100	0	21.14	124	123	99.19	0.81	13.82
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	48	48	100	0	12.5	48	48	100	0	2.08
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	112	112	100	0	24.11	113	112	99.12	0.88	15.18
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	27	27	100	0	7.41	27	27	100	0	0

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

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						
	BES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
	Percentage of Students Meeting or Exceeding the State Standards					
English-Language Arts/Literacy	N/A	23	N/A	30	N/A	47
Mathematics	N/A	14	N/A	16	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met and 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's divided by the total number of students who participated in both assessments.

California Assessment of Student Performance and Progress Test Results in Science All Students						
	BES		SPUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
	Percentage of Students Meeting or Exceeding the State Standards					
Science (Grades 5, 8, & 10)	NT	11.9	NT	14.33	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Physical Fitness Test Results 2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	98.0%	98.0%	98.0%	98.0%	98.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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.

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

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## School Facilities & Safety

Blanchard Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1960; 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:

### 2021-22 Campus Improvements:

- Repainting of campus
- Installation of a new marquee
- Remodel of the library
- Installation of new flooring in Administration and Room 22
- Installation of air conditioning in the kitchen
- Modifications for new preschool
- Installation of new carpeting (Summer 2022)
- Change fixtures in restrooms between Rooms 1 & 2 (Summer 2022)
- Installation of new fencing around Rooms 1 & 2 (Summer 2022)

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 Blanchard Elementary. The day custodian is responsible for:

- Cafeteria setup and cleaning
- Library cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

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

- Classroom cleaning
- Setup/cleanup of evening activities
- Kitchen cleaning

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

Campus Description	
Year Built	1960
	Quantity
# of Permanent Classrooms	16
# of Portable Classrooms	6
# of Restrooms (student use)	3 sets
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Playground	2
Reading Intervention Room	1
Staff Lounge/Teacher Work Room	3
Learning Center	2
Speech & Language Room	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 21, 2022	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety		✓		
Structural	✓			
External	✓			Preschool, Main Playground - Playground structure needs protective coating replaced
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

### Percentage Description Rating

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

## 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 Blanchard Elementary School took place on November 21, 2022. 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 2021-22 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 Blanchard 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 2022.

## 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, teachers are strategically assigned to supervise students at the outside lunch tables and cafeteria staff monitor student activity while at breakfast in the cafeteria. During recess teachers monitor playground activity. Noon duty supervisors monitor activity at lunch time in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure. From 7:00 am to 7:30 am before school, and after school until 4:00 pm, students in the library are monitored by school staff.

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 badge, and then return to the school office prior to departure to sign out.

## Classroom Environment

### Student Recognition Programs

Blanchard Elementary School holds award assemblies where students may receive certificates for achievement in many areas. Certificates are given to students at assemblies and special presentations throughout the school year. For example, students are recognized for Most Improved, STAR Reader, STAR Writer, STAR Illustrator, STAR Math, STAR Science, STAR Social Science, Sportsmanship, AVID/Leadership, Character Award, Beagle Achievement Award, and showing positive behavior. There is a Principal's recess the third Friday of each month for those students who demonstrate the character skill or trait identified for that month.

### Extracurricular Activities

Students are encouraged to participate after school in the school's additional academic and extracurricular activities that are an integral part of the educational program. Activities include: Jr. ASB/Leadership, yoga club, games club, yearbook, and the chess club.

## Discipline & Climate for Learning

Students at Blanchard Elementary School are guided by school-wide rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm and friendly classroom environment, and demonstrates that positive discipline is a solid foundation on which to build an effective school. The goal of Blanchard Elementary School's discipline program is to nurture self-esteem and provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through Rights & Responsibilities Packets and a parent handbook. The principal and counselor review rules with students at the beginning of each semester.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	282	122	43.3
Female	150	142	57	40.1
Male	145	140	65	46.4
American Indian or Alaska Native	1	1	0	0
Asian	1	1	0	0
Black or African American	1	1	0	0
Filipino	1	1	0	0
Hispanic or Latino	274	262	114	43.5
Native Hawaiian or Pacific Islander				
Two or More Races	1	1	0	0
White	16	15	8	53.3
English Learners	110	106	42	39.6
Foster Youth	3	3	3	100
Homeless	27	25	17	68
Socioeconomically Disadvantaged	244	234	103	44
Students Receiving Migrant Education Services	2	2	1	50
Students with Disabilities	64	63	32	50.8

Suspensions and Expulsions

	BES			SPUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	1.63%	0.00%	1.02%	5.66%	0.02%	3.17%	0.00%	0.20%	N/A
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%	0.00%	0.00%	N/A

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions &amp; Expulsions by Student Group (2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02%	0.00%
Female	0.00%	0.00%
Male	2.07%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.09%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.70%	0.00%
Socioeconomically Disadvantaged	1.23%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.13%	0.00%

### 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

2019-20				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		2	
1	19.0	2		
2	21.0	1	1	
3	21.0	1	1	26
4	29.0		2	
5				
2020-21				
K	20.0	1	2	
1	21.0		2	
2	18.0	2		
3	22.0		2	
4	24.0		2	
Other**	15.0	1		
2021-22				
K	22.0		2	
1	17.0	1	2	
2	11.0	3		
3	19.0	2		
4	21.0	1	1	
5	22.0		2	
Other**	7.0	3		

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

\*\* "Other" category is for multi-grade level classes. The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Blanchard Elementary School for the 2021-22 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."

### 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 2021-22 school year, Blanchard 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
- School Safety

During the 2020-21, 2021-22, and 2022-23 school years, Santa Paula Unified School District offered the following staff development training:

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

2020-21	0 days
<ul style="list-style-type: none"> <li>Curriculum Advisory Team (CAT)</li> <li>English Language Arts - World of Wonders and Wonders</li> <li>English Language Development - Wonders</li> <li>Freckle - ELA, Math, Science and Social Studies</li> <li>Learning Management Platforms (Google Enterprise and Seesaw 101)</li> <li>Mathematics - Math Expressions</li> <li>STAR Early Literacy and Literably</li> <li>Trimester 1 Pacing</li> </ul>	
2021-22	0 days
<ul style="list-style-type: none"> <li>Baseline Assessment Support (STAR Assessments &amp; Literably)</li> <li>Curriculum Advisory Team (CAT)</li> <li>English Language Development Support</li> </ul>	
2022-23	0 days
<ul style="list-style-type: none"> <li>CORE Learning - Literacy Services</li> <li>CGI Math - Teacher Learning Center</li> <li>Report Card Entry Training for Q</li> <li>EL Shadowing</li> </ul>	



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			
2021	Yes	Studies Weekly	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.

On August 24, 2022, 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 2022-23:02 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 2022-2023 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.

During the 2021-2022 school year, the District purchased Freckle and Renaissance Learning as supplemental materials in Science for K-5 to support the transition to new California Standards. Currently Santa Paula Unified School District is conducting a Science pilot in K-5 during the 2022-2023 school year.

### Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of Google suite to enhance student learning. Blanchard 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

Blanchard 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.

### At Risk Interventions

Blanchard Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts by offering one full time reading teacher and one part time reading teacher to assist with reading, and instructional assistants in all grade levels to provide one-to-one and small group instruction to support students in their efforts to attain academic proficiency in all areas during the first semester of school. Before school and after school reading or math intervention is offered two days per week for a six-week period of time for those students below proficiency level based on district benchmarks and/or CAASPP scores.

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

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

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	87.5	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2	12.5	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	1.4	12115.8	4.41
Unknown	0	0	10.2	4.47	18854.3	6.86
<b>Total Teaching Positions</b>	<b>16</b>	<b>100</b>	<b>229.7</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						
<b>Total Teaching Positions</b>						

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

## Professional Staff

### Teacher Preparation and Credentials

The charts below identify the number of teachers at Blanchard 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 Blanchard 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.

Note: Data for the Teacher Preparation and Credentials charts for 2021-22 will not be available until after February 1st per California Department of Education guidance. These charts will be updated once data is available.

### Support Services Staff

Blanchard 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 Blanchard 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 2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Speech & Language Pathology Assistant	1	1.0
Health Technician	1	1.00
Library Clerk	1	0.75
Nurse	As needed	
Occupational Therapist	As needed	
Speech Therapy Assistant	1	1.0
PE Teacher	1	0.5
District Mental Health Counselor	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.



**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 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 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/csl/](http://www.cde.ca.gov/ds/fd/csl/). (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  
2020-21**

	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,686	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

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

**SARC Data****DataQuest**

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about Blanchard Elementary School and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**Internet**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

**Expenditures Per Pupil and School Site Teachers Salaries**

2020-21

**Dollars Spent Per Student**

Expenditures Per Pupil	BES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,405	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,819	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,586	7,630	112.5%	0	#DIV/0!
Average Teacher Salary	90,634	81,573	N/A	0	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 2020-21 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)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

**School Site Council Bylaws**

**BLANCHARD SCHOOL SITE COUNCIL**

**BYLAWS**

**ARTICLE I**

**NAME OF COUNCIL:**

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

**ARTICLE II**

**PURPOSE OF COUNCIL:**

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

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

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

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

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

**ARTICLE III**

**MEMBERSHIP OF THE COUNCIL:**

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

The council shall be constituted to ensure parity between:

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

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

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



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

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

#### **ARTICLE IV**

##### **OFFICERS OF COUNCIL:**

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

#### **ARTICLE V**

##### **MEETING AND QUORUM OF COUNCIL:**

Section 1 The Blanchard School - School Site Council shall hold no less than five meetings during the school year.

Section 2 Special meetings may be called by the principal, chairperson, or by a majority vote of the Blanchard School - School Site Council.

Section 3 The Blanchard School - School Site Council shall hold its meetings in a facility provided by the school.

Section 4 All meetings of the Blanchard School - School Site Council shall be publicized so that all interested persons may attend.

Section 5 A simple majority of the membership shall constitute a quorum.

#### **ARTICLE VI**

##### **AMENDMENT:**

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

#### **ARTICLE VII**

##### **DUTIES OF COUNCIL OFFICERS:**

It shall be the duty of all council members to:

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

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

**ARTICLE VIII**

ELECTION OF OFFICERS:

- Section 1 All officers shall be elected by ballot at the October meeting, written notices of the election having been given.
- Section 2 New officers shall assume their duties at the September meeting.
- Section 3 No member shall hold the same office more than two years in succession.
- Section 4 Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

**ARTICLE IX**

- Section 1 A notice shall be sent to all parents, announcing vacancies on the council. Candidates may be nominated by another individual or by self-nomination. Each candidate shall submit a brief statement of interest in having his/her name placed on the ballot. The statement shall include the candidate's qualifications and reasons for wanting to serve on the council. These statements will be included on the ballot. Elections will be held prior to the October meeting.
- Section 2 At the first staff meeting each year, the principal will announce teacher vacancies on the council. Teacher representatives may be nominated by another individual or by self-nomination. Teacher representatives shall be elected by their peers during the meeting.
- Section 3 A notice shall be sent to all other personnel, announcing vacancies on the council. Each candidate shall notify the principal of his/her interest in having his/her name placed on the ballot. Elections will be held prior to the October meeting and other representatives shall be elected by their peers.

**ARTICLE X**

OPERATING RULES:

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