



BLANCHARD ELEMENTARY SCHOOL

ACADEMY OF VISUAL ARTS

115 Peck Road • Santa Paula, CA 93060 • (805) 933-8866 • Grades TK-6

Vanessa Donahue, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2022-23 ACTIVITY PUBLISHED IN 2023-24

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 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability,

34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% 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 2022-23

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.6%	Kindergarten	34
Male	48.4%	Grade 1	44
Non-Binary	0.0%	Grade 2	54
American Indian or Alaskan Native	0.0%	Grade 3	35
Asian	0.0%	Grade 4	45
Black or African American	0.4%	Grade 5	42
Filipino	0.4%		
Hispanic or Latino	94.5%		
Native Hawaiian or Pacific Islander	0.4%		
Two or More Races	0.0%		
White	4.3%		
English Learners	35.0%		
Foster Youth	0.0%		
Homeless	6.3%		
Migrant	0.4%		
Socioeconomically Disadvantaged	77.6%		
Students with Disabilities	20.9%		
		Total Enrollment	254

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

Board of Trustees
Mrs. Gabriela Ornelas, President
Mrs. Anna Villicana-Arroyo, Vice President
Mr. Tommy Frutos, Clerk
Dr. Daniel Sandoval, Member
Mr. Chris Wilson, Member

District Administration
Mr. Jeffrey Weinstein
Superintendent

Mr. Kevin Olson
Assistant Superintendent
Business Services

Dr. Edd C. Bond
Deputy Superintendent
Human Resources & Employee Development

Dr. David Moore
Associate Superintendent
Educational Services

Dr. Gina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Ms. Cynthia Carrillo
Executive Director
Classified Human Resources

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

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2023.

Blanchard Elementary School

During the 2022-23 school year, Blanchard Elementary served 254 students in grades TK-5. Student enrollment included 35% qualifying for English learner support, 20.9% students identified with a disability, 77.6% enrolled in the Free or Reduced Price Meal program, 0.4% migrant, and 6.3% homeless youth.

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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

Opportunities to Volunteer

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

School News

Parents stay informed on upcoming events and school activities through Class DoJo, 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 Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	BES		SPUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	11.9	18.42	14.33	14.59	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	39	38	97.44	2.56	18.42
Female	18	18	100	0	16.67
Male	21	20	95.24	4.76	20
American Indian or Alaskan Native					
Asian					
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	33	33	100	0	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races					
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	0
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	29	29	100	0	13.79
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)
2022-23**

	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	121	120	99.17	0.83	19.17	121	121	100	0	14.05
Female	58	58	100	0	18.97	58	58	100	0	10.34
Male	63	62	98.41	1.59	19.35	63	63	100	0	17.46
American Indian or Alaskan Native										
Asian										
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	111	110	99.1	0.9	19.09	111	111	100	0	13.51
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	42	41	97.62	2.38	7.32	42	42	100	0	2.38
Foster Youth										
Homeless	11	11	100	0	9.09	11	11	100	0	9.09
Military										
Socioeconomically Disadvantaged	92	92	98.91	1.09	19.78	92	92	100	0	13.04
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	32	32	100	0	3.13	32	32	100	0	0

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standards

	BES		SPUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	23	19	30	29	47	46
Mathematics	14	14	16	18	33	34

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

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

California Physical Fitness Test Results

2022-23

% of Students Tested

Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

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/.

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:

2022-23 Campus Improvements:

- Restroom repairs between rooms 1 & 2

2023-24 Planned Campus Improvements:

- Repairs to back fence
- Interior modifications and new exterior wall at former mental health counselor's office
- New exterior mural at MPR
- Addition of toilet and partition to preschool restroom
- Addition of sink to room 7

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date:	November 24, 2023			
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				
Overall Summary	Exemplary	Good	Fair	Poor
			✓	

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.

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

Deferred Maintenance

Blanchard Elementary School had deferred maintenance projects completed in 2022-23 in the amount of \$6,120. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for the following projects: repairs to landing ramp and stairs, and parking lot project.

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 24, 2023. 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 2022-23 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 2023.

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 and provide their state-issued ID which is run through the Verkada system. They are then provided with a visitor's badge to wear at all times and are expected to check out upon leaving the school campus.

Classroom Environment

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, Writer, Illustrator, STAR Math, Science, Social Studies, 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: Leadership, games club, yearbook, cheerleading, flag football, wellness peers, art club, 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,

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	282	268	99	36.9
Female	139	135	49	36.3
Male	143	133	50	37.6
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American	2	2	2	100
Filipino	1	1	0	0
Hispanic or Latino	260	249	90	36.1
Native Hawaiian or Pacific Islander	1	1	1	100
Two or More Races				
White	18	15	6	40
English Learners	99	96	31	32.3
Foster Youth				
Homeless	17	17	5	29.4
Socioeconomically Disadvantaged	214	206	84	40.8
Students Receiving Migrant Education Services	4	3	0	0
Students with Disabilities	63	60	35	58.3

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

Suspensions and Expulsions

	BES			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	1.02%	2.13%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13%	0.00%
Female	0.72%	0.00%
Male	3.50%	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	1.92%	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	2.02%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.52%	0.00%

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

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. The principal reviews rules with students at the beginning of each semester.

Average Class Size and Class Size Distribution

Grade Level	2020-21		
	Average Class Size	Number of Classes*	
		1-20	21-32
K	20.0	1	2
1	21.0		2
2	18.0	2	
3	22.0		2
4	24.0		2
5	16.0	3	
Other**	15.0	1	
Grade Level	2021-22		
	Average Class Size	Number of Classes*	
		1-20	21-32
K	22.0		2
1	17.0	1	2
2	11.0	3	
3	19.0	2	
4	21.0	1	1
Other**	7.0	3	
Grade Level	2022-23		
	Average Class Size	Number of Classes*	
		1-20	21-32
K	17.0		2
1	22.0		2
2	23.0		2
3	16.0	2	
4	20.0	1	1
5	14.0	2	1
Other**	10.0	2	

*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.

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Blanchard Elementary School for the 2022-23 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 2022-23 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:

- Schoolwide Expectations (CHAMPS)
- Supporting Behaviors within the Classroom

During the 2021-22, 2022-23, and 2023-24 school years, Santa Paula Unified School District offered the following staff development training:

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

2021-22	0 days
• Baseline Assessment Support (STAR Assessments & Literably)	
• Curriculum Advisory Team (CAT)	
• English Language Development Support	
2022-23	0 days
• CORE Learning - Literacy Services	
• CGI Math - Teacher Learning Center	
• Report Card Entry Training for Q	
• EL Shadowing	
2023-24	2 days
• Project Based Learning with Trevor Muir	
• CGI Math	
• CORE Phonics Instructional Sequence	
• Active Intruder Training	

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%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	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 September 27, 2023, 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 2023-24:2 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 2023-24 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chromebooks to all students in grades 2-6 and there are sets of five iPads per TK thru first grade classroom as part of a 1:1 technology initiative which 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 Language Learner students also receive integrated language support throughout the day in their core curricular areas. Newcomers receive ELD specifically designed for their language level by an ELD specialist.

At Risk Interventions

Blanchard Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts by offering two full time reading teachers 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	0
Misassignments	2	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	2	0

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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

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	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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
Total Teaching Positions	16	100	229.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.8	82.23	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	0.93	11953.1	4.28
Unknown	3	17.77	7.2	3.03	15831.9	5.67
Total Teaching Positions	16.8	100	238.7	100	279044.8	100

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

Professional Staff

Teacher Preparation and Credentials

The charts in this report identify the number of teachers at 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.

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 2022-23		
	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 2021-22 school year, Santa Paula Unified School District spent an average of \$18,320 of total general funds to educate each student (based on 2021-22 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,882	50,875
Mid-Range Teacher Salary	81,268	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	128,154
Middle School	130,642	131,774
High School	144,686	142,676
Superintendent Salary	220,000	211,462
Percentage of Budget For:		
Teacher Salaries	30.76	30.11
Administrative Salaries	4.87	5.49

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

SARC Data

DataQuest

DataQuest is an online data tool located at <https://dq.cde.ca.gov/dataquest/> that contains additional information about 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 2021-22					
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	16,687	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,819	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,867	9,246	128.3%	7,607	121.6%
Average Teacher Salary	97,963	85,611	N/A	81,984	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Communities for School Success Program
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education