

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



## **Blanchard Elementary School**

**Academy of Visual Arts**

**56 76828 605552**

### **Contact Information:**

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**Revised September 2025**

**Fiscal Year 2025-2026**

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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

h/a  
[Signature]

- 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: 6/20/25

Attested:

[Signature]  
Bianca Lopez, Principal

6/20/25  
Date

[Signature]  
SSC Chairperson

6/20/25  
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:

<b>Name of Members</b>	<b>Principal</b>	<b>Certificated Staff</b>	<b>Other or Classified Staff</b>	<b>Parent or Community Member</b>	<b>Student</b>
Bianca Lopez	X				
Julia Barrios		X			
Donna Harrison		X			
Paige Miller		X			
Yanette Frutos			X		
Vanessa Chavez				X	
Samantha Gonzalez				X	
Martha Mata				X	
Miranda Pecsok				X	
Vacant				X	
Number of members in each category	1	3	1	5	

**English Language Advisory Council (ELAC) Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents/Guardians of English Learners	Other
Bianca Lopez	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.

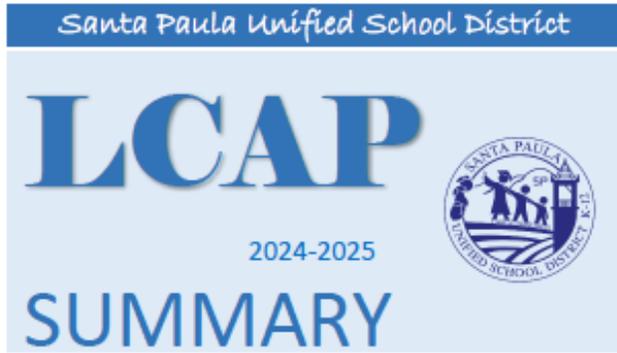
### District Vision

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



**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 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.

**STATE PRIORITIES:** ① Basic Services or Basic Conditions at Schools ② Implementation of State Academic Standards ③ Parent Engagement ④ Student Achievement ⑤ Student Engagement ⑥ School climate ⑦ Access to a Broad Course of Study ⑧ Outcomes in a Broad Course of Study

**GOAL 1** The Santa Paula Unified School district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in Metrics in Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Curriculum Coordinators
- P1d TK/K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Program
- P1g LAT – Language Appraisal Program
- P1h Newcome Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips/University Standards Aligned
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

**GOAL 3**

**Student Engagement:** Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways.

**Parental Involvement:** The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.

**School Climate:** The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that addresses student’s academic, social emotional, and mental needs.

- P3a Support Educational Outcomes
- P3b STEAM TOSA(S)
- P3c Mentoring Program
- P3d Restorative Justice/PBS
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g School Psychologists
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS

**GOAL 2** The Santa Paula unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidenced-based high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in Metrics in Goal 2. The district will focus on equity and closing achievement gaps, for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Reading Intervention Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Footsteps 2 Brilliance
- P2e Amplify | Dibels

**GOAL 4** The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recurring and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous and standards-aligned curriculum and regularly assessing and addressing disparities in educational resources and opportunities.

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

**GOAL 5** With the collaboration of the Staff, Parents, and Students, Renaissance High School will increase the schools’ student stability rate to 80%.

- P5a Implement a Multi-tiered System of Supports

## 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 six. In the 2024-25 school year, 317 students were enrolled, including 30.9% qualifying for English Language Learner support, 24.3% students with disabilities, 84.9% qualifying for free or reduced price lunch, 1.9% migrant, 0.6% foster youth, and 9.8% 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. Tier II students receive intervention instruction from classroom teachers in small groups before/after school. 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, Barbara Webster Elementary School 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: Barbara Webster 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. Intervention groups receive instruction from a variety of supplemental materials. The ST Math Lab is also utilized in grades 2-5 to reinforce math standards.
- History/Social Studies: Barbara Webster uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the Common Core State Standards.
- Science: Barbara Webster 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.

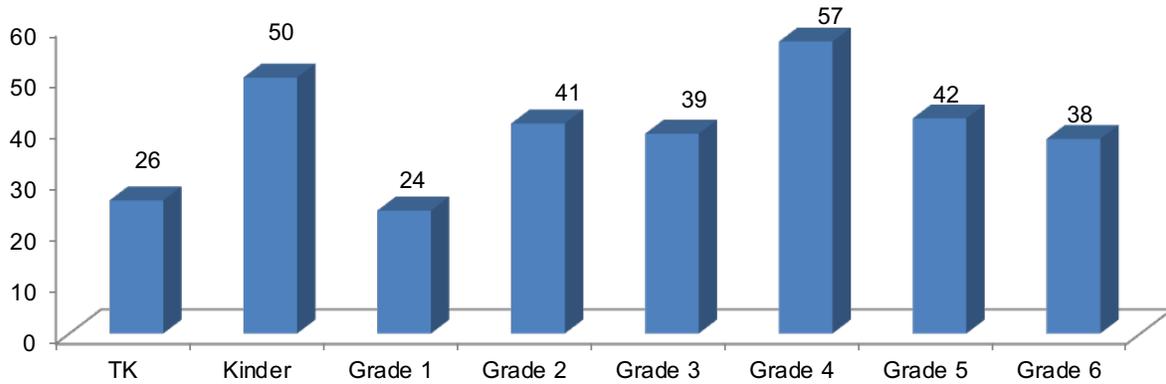
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

### 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.

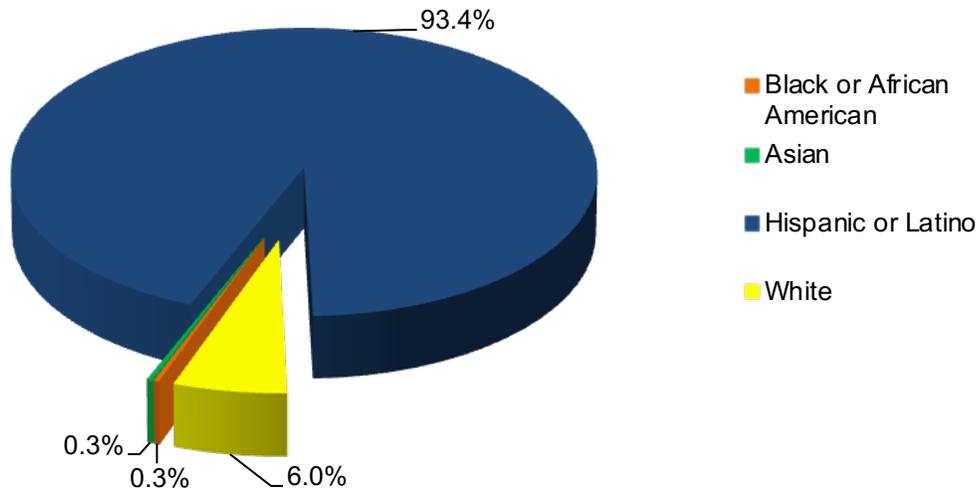
### Student Enrollment by Grade

Source: Data Quest 2024-25



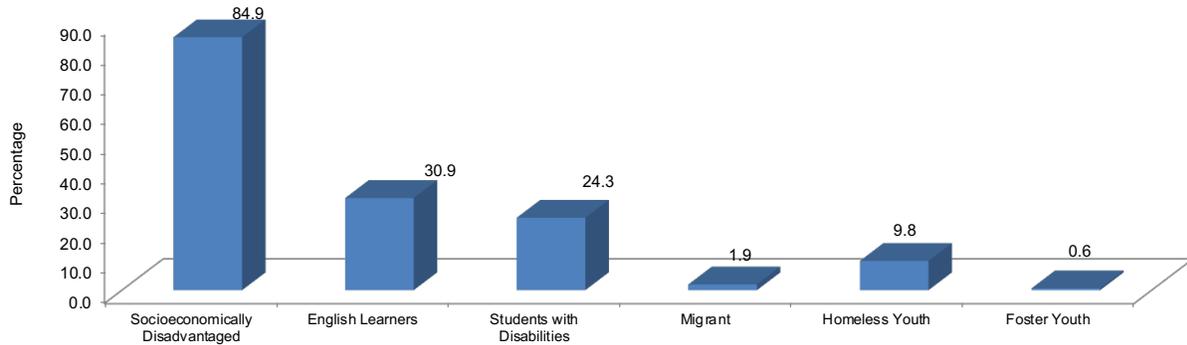
### Student Enrollment by Ethnicity

Source: Data Quest 2024-25



### Student Enrollment by Student Group

Data Source: Data Quest 2024-25



### 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 2025-26 school year, transitional kindergarten is designed for students who turn four (4) years old by September 1<sup>st</sup> of the year they are enrolled, 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 traditional kindergarten daily. 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 2025-26 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	5676828605552	June 23, 2025	

## Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs

Blanchard plans to meet the ESSA requirements by aligning our SPSA goals, actions and services to the Santa Paula Unified School District’s adopted Local Control and Accountability Plan (LCAP). All student groups will be provided educational opportunities that are inclusive of their academic, physical and social-emotional needs. We will engage with stakeholders to gather input on the needs of our school and will plan and distribute funding to meet these needs.

## Educational Partner Involvement

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

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

Personnel Involved:	Date:
Site Instructional Leadership Team (ILT)	May 18, 2025
School Site Council (SSC)	March 28, 2025
School Faculty	May 12, 2025
School Site Council (SSC)	June 23, 2025

## Comprehensive Needs Assessment

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

A review of the California State Dashboard for 2024 provides the following data: in English Language Arts students were 91.5 points below standard with the subgroup of Students with Disabilities in Orange and English Learners and Socioeconomically Disadvantaged students in Red. In Mathematics students were 103.9 points below standard with all subgroups in Red; in the area of English Learner Progress, 32.9% of students were making progress and there was a decline of 22.5%. Chronic Absenteeism showed that 31.9% of students were chronically absent (a decline of 5%) with Students with Disabilities and English Learners in the Yellow; Suspension Rates were at 3.5% (an increase of 1.4%) with Students with Disabilities in the Red, English Learners, Socioeconomically Disadvantaged students in the Orange.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

**Goals, Strategies/Activities, and Expenditures**

**Goal 1:**

Goal to address LCAP Goal 1.

By June 2026, at least 60% of all students will meet or exceed grade-level proficiency in literacy and math, as measured by state assessments and district benchmarks. This will be achieved through evidence-based, high-quality instruction, targeted interventions, and regular progress monitoring. Special focus will be placed on closing achievement gaps for English Learners, Foster Youth, Low-Income students, and Students with Disabilities, with each subgroup showing a minimum of 5% growth from the previous year.

**Identified Need:**

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

The ELPAC and CAASPP scores show that most students struggle in reading and writing and we will begin focusing and creating time during the day to explicitly teach writing in all grades during and after school.

**Annual Measurable Outcomes**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmark Assessment	Baseline Scores	10% of students will meet district benchmarks
Literably Assessment/or district IRI assessment	Baseline Reading Levels per student	1 year's growth for at least 80% of student population
District Math Assessments	2024-2025 District Baseline Assessment	10% increase of students who met or exceeded the district benchmark assessments
ELA/Math CAASPP	2023-2024 CAASPP results	5 point increase on met or exceeded

**Strategies/Activities Table**

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
	<b>After School Intervention</b> - Targeted after school intervention in Mathematics, English Language Arts. These intervention programs will be provided by certificated staff.	3rd-6th grade students performing at Standards/Bench marks Nearly Met or Standards/Bench marks Not Met	\$8,770 (\$7170.0 salary) (\$1,600.00 fringes)	Title I

**Goal 2:**

Goal to address LCAP Goal 1:

By June 2026, Blanchard Academy of Visual Arts students in grades 3–6 will demonstrate measurable growth in ELA and math content knowledge and skills aligned with the district’s Learner Profile competencies, supporting success in academics, college, and career. Specifically, the percentage of students performing at the "Standards Met/Exceeded" level in Mathematics and English Language Arts will increase by at least 5 percentage points, as measured by District and State assessment. Special focus will be placed on closing achievement gaps for English Learners, Foster Youth, Low-Income students, and Students with Disabilities, with each subgroup showing a minimum of 5% growth from the previous year.

**Identified Need:**

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

According to the Overall CAASPP indicators in 2024, students in 3rd through 5th grades did not show growth in the area of English Language Arts or Mathematics, Grades 3-5 did not show growth in students meeting or exceeding standards. However, our Emergent Bilinguals showed increased by an increase in Nearly Met Standards in ELA and Science. Blanchard needs to continue to support academic achievement at all grade levels for all subgroups through strong first instruction and targeted interventions.

**Annual Measurable Outcomes**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	Level 1 (Beginning): 23.9% Level 2 (Somewhat Developed): 36.6% Level 3 (Moderately Developed): 28.9% Level 4 (Well Developed): 9.4%	The expected outcome for 2025–2026 is that 20% of all students taking the ELPAC will reach Proficient (Level 4).
CAASPP ELA Summative	<p><b>Grade 3:</b>                      Standard Met/Exceeded: <b>5.17%</b>                      Standard Nearly Met: <b>17.24%</b>                      Standard Not Met: <b>77.59%</b></p> <p><b>Grade 4: % of Students at:</b>                      standard Met/Exceeded: 5.41% / <b>20%</b>                      Standard Nearly Met: 8.11% / <b>22.86%</b>                      Standard Not Met: 86.49% / <b>57.14%</b></p> <p><b>Grade 5: % of Students at:</b>                      Standard Met/Exceeded: 4.55% / <b>23.08%</b>                      Standard Nearly Met: 11.36% / <b>23.08%</b>                      Standard Not Met: 84.09% / <b>53.85%</b></p> <p><b>Grade 6: % of Students at:</b>                      Standard Met/Exceeded: 0 / <b>17.14%</b>                      Standard Nearly Met: 28.21 % / <b>37.14%</b>                      Standard Not Met: 71.79 / <b>45.71%</b></p>	The expected outcome for 2025–2026 will continue to be a growth of 5% at each grade level in students meeting/exceeding standards.

<p>CAASPP Math Summative</p>	<p><b>Grade 3</b> Standard Met/Exceeded: <b>5.17%</b> Standard Nearly Met: <b>13.79%</b> Standard Not Met: <b>81.03%</b></p> <p><b>Grade 4: % of Students at:</b> Standard Met/Exceeded: 7.89% / <b>28.57%</b> Standard Nearly Met: 13.16% / <b>28.57%</b> Standard Not Met: 78.94% / <b>42.86%</b></p> <p><b>Grade 5: % of Students at:</b> Standard Met/Exceeded: 4.55% / <b>17.95%</b> Standard Nearly Met: 6.82% / <b>23.08%</b> Standard Not Met: 88.63% / <b>58.97%</b></p> <p><b>Grade 6: % of Students at:</b> Standard Met/Exceeded: 2.56% / <b>28.6%</b> Standard Nearly Met: 7.69 / <b>28.57%</b> Standard Not Met: 89.74 / <b>68.57%</b></p>	<p>The expected outcome for 2025-2026 will continue to be a growth of 5% at each grade level in students meeting/exceeding standards.</p>
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**Strategies/Activities Table**

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p><b>Professional Development</b> - Faculty will participate in PD sessions focused on implementing standards-based instructional practices that support increased academic achievement across all core subjects inclusive of English Language Development. This expenditure will support materials for the professional development sessions.</p>	All students TK-6th grade	<p>\$13,580.00 (\$11,102.00 salary) (\$2,478.00 fringes)</p>	Title I
2	<p><b>Supplemental Learning Opportunities</b> - Students will participate in core and extracurricular online activities in support of state standards and the District Learner Profile. The expenditure will support materials necessary for student use with IXL subscription and Scholastic News/Educational Magazines, Mystery Science, Mystery Writing, Typing programs, and additional lesson materials(counting collections, decodable readers, etc) for hands-on activities for before/after school intervention..</p>	All students TK-6th grade	\$20,000.00	Title I

**ANNUAL REVIEW****SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**Goal Analysis:**

An analysis of how this goal was carried out in the previous year.

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

Goal 2 focuses on academic achievement that addresses LCAP Goal 1. The effectiveness of some of our strategies showed moderate success. Blanchard faculty utilize the IXL software faculty chose to use to support ELA and Math. The usage rates of both programs were high in the lower grade levels but tapered off in our upper grades. Our after school targeted intervention math classes were well attended by our 4th and 6th grade students.

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

Our afterschool intervention sessions were successful in terms of attendance, and was successful in improving student's grades particularly in grades six and four. The downside was that there were only two teachers that volunteered to teach after school intervention classes. We are hoping to have more teachers sign up next year, and to recruit early and tie recommendation for tutoring to students who are below grade level and have missing assignments.

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

This goal aligns with the District's LCAP Goal 1. We will closely monitor our progress using multiple data measures to ensure that teachers are effectively using data to guide instruction and support student growth. Our intervention classes will be more targeted towards students who are Nearly or Not Met on State Standards/District Benchmarks in grades K through 6. We will continue to monitor budget expenditures and reallocate funding if necessary.

**Goal 3:**

Goal to address LCAP Goal 2:

By June 2026, Blanchard Elementary School will increase student engagement and parental involvement, and improve school climate by implementing targeted initiatives—such as Positive Behavior Interventions and Supports (PBIS), family engagement events, and student leadership opportunities. As a result, the school will reduce the number of suspensions by 20% and chronic absenteeism by 15% from 2024 baseline levels, as measured by CALPADS data and school attendance/suspension records. This meets the district’s LCAP goal number 2 to support a broad goal which focuses on Increasing parent involvement and enhancing student engagement.

**Identified Need:**

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

Blanchard worked to reducing chronic absenteeism through student engagement, and reduce suspensions through PBIS, however we have an increasing number of students who are chronically tardy and our subgroups of homeless and students with disabilities are still performing in the red band and English Learner, Hispanic, and SDI students are in the orange on the state dashboard.

**Annual Measurable Outcomes**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Attendance	2024 School Dashboard 32% Chronically Absent	Reduce chronically absent to less than 22%
CA Suspension Rate	2024 School Dashboard 2.7% Suspension Rate	Reduce suspension rate to less than 2%
Coffee with the Principal	4 per year with average attendance of 15/7 per year with an average attendance of 20	6 per year with an average attendance of 20
School Site Council Meetings	6 per year/5 per year	6 per year
Instructional Leadership Team Meetings	5 per year/8 per year	5 per year
Family Art Show/Field Day	Baseline/Average attendance: 100	Average attendance: 100
School-wide Family Lunch	Baseline Year/1 Lunches with an average attendance of 300	1 Lunch per year with an average attendance of 300
School Wide Assemblies and Student Performances	Baseline Year/3 Assemblies/Performances with an average attendance of 250	3 Assemblies/Performances with an average attendance of 250
Study Trips	6 per year	1 study trip per grade level per year

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<b>Onsite Assemblies and Educational/Social Emotional Programs</b> - Students will attend assemblies and educational programming onsite that ties to state standards, social emotional objectives and will increase engagement	All students TK-6th		
2	<b>Incentive Activities and Programs</b> - Students will have the opportunity to earn and participate in attendance and academic incentives to support student attendance and achievement through awards assemblies and special recognition.	All students TK-6th	\$2,000	Title I
3	<b>Positive Behavior Intervention Support</b> Provide funding for student academic and behavioral incentives/prizes to help students increase academic levels in ELA and math, principal's recess games, and to help support schoolwide and classroom PBIS structures.	All students TK-6th grade	\$1,771	Title I
3	<b>Student Study Trips</b> - Student Study Trips, inclusive of chaperone entrance fees, if needed, for all grade levels that are standards-based in nature and provide extended opportunities for Project Based Learning.	All students TK-6th	To Be Determined	
4	<b>Arts in Education</b> - Provide student opportunities for dance and art classes from outside service providers. These classes tie to our academy focus.	All students TK-6th	\$8,000	Prop 28

**ANNUAL REVIEW:****SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**Goal Analysis:**

An analysis of how this goal was carried out in the previous year. Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Chronic absenteeism is still a concern and we learned from strategies that were effective in getting students to school included tangible, high interest rewards. However, we still have a large number of tardies and the subgroups of homeless and students with disabilities performed in the orange band of attendance.

The suspension rate increased from 1.3% to 2.8%. This increase was in response to certain student behaviors that escalated with special education students without the necessary support and a new administration seeking to enforce school rules and regulations.

Family lunch and Student Recognition at lunch were one of the highlights this year. This was an easy and effective way to bring families onto campus and build community. We also implemented Fun Fridays where parent volunteers came on campus and ran game stations during lunch time.

We do believe that our plan and implementation reduced office referrals and suspensions. Although the suspension rate was above the 1% we had hoped for.

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

Part of our plan for this goal was to utilize our Outreach Consultant. Blanchard was one of the school's with the highest chronic absenteeism rate, we only had an ORC for 2 days per week so we were unable to implement many of our ideas and programs built around an ORC. We will continue to work to effectively utilize whatever ORC support we receive in the 2025-2026 school year.

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

One area we are adding is parent volunteer opportunities. We found this year we had a number of parents requesting to take part in event support, since the activities are more engaging and welcoming.

**Goal 4:**

**Create a positive, welcoming and safe school climate for students, families and staff.**

**Identified Need:**

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

As a school of approximately 452 students, attendance at informational meetings is very low. There is a high attendance rate at opportunities that are engaging, meaningful and focuses on interaction between students and their parents/guardians.

**Annual Measurable Outcomes**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee Chats with the Principal	4 per year with average attendance of 15/7 per year with an average attendance of 20	6 per year with an average attendance of 30
School Site Council Meetings	6 per year/5 per year	6 per year
Instructional Leadership Team Meetings	5 per year/8 per year	5 per year
Family Art Show/Field Day	Baseline/Average attendance: 100	Average attendance: 100
School-wide Family Lunch	Baseline Year/1 Lunches with an average attendance of 300	1 Lunches per year with an average attendance of 300
School Wide Festivals/Performances	Baseline Year/3 Festivals/Performances with an average attendance of 250	3 Festivals/Performances with an average attendance of 250
Study Trips	17 per year/9 per year	1 study trip per grade level per year
School Extracurricular Clubs	4 extracurricular clubs/8 extracurricular clubs	8 extracurricular clubs
Student Awards Events	Baseline/4 per year	4per year

**Strategies/Activities Table**

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<b>Parent Education Opportunities</b> - Provide refreshments, educational materials and translation for families during Coffee with Principal, parent trainings and conferences	All TK - 6th grade students and families	\$1,200	Title I
2	<b>School-wide Events</b> to improve school culture and school connectedness.	All TK-6th grade students and families	To Be Determined	Title I

**ANNUAL REVIEW:****SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**Goal Analysis:**

An analysis of how this goal was carried out in the previous year.

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

**Implementation and Effectiveness**

During the 2023–2024 school year, Blanchard Elementary School implemented strategies aimed at improving student achievement, engagement, parental involvement, and school climate. Key activities included the expansion of PBIS (Positive Behavior Interventions and Supports), targeted small-group instruction for English Learners, and school-wide events to engage families and build a more inclusive climate.

Despite these efforts, the **academic achievement goals** were **not met**, as reflected in the CAASPP and ELPAC data:

- **CAASPP ELA & Math scores** showed that fewer than 10% of students in grades 4–6 met or exceeded standards, with only slight gains or in some cases, declines from the previous year.
- The **goal of a 10% increase** in students meeting/exceeding standards in ELA and Math at each grade level was **not achieved**.
- The **ELPAC** target of a 15% increase in students reaching Level 4 (Proficient) was also **not met**, though there was an 11% increase (now 9.4% of students are at Level 4).

In terms of **attendance and behavior**, the school saw **mixed results**:

- **Chronic absenteeism** remains high at **32%**, significantly above the goal of reducing it to below 22%.
- The **suspension rate**, however, was **2.7%**, showing moderate success in maintaining a positive climate but still missing the target of less than 2%.

These outcomes suggest that while systems to support school climate and engagement were implemented, their **impact on academic performance and attendance** was limited. Instructional practices, family engagement strategies, and tiered intervention systems need further refinement and alignment.

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

There were notable differences between intended implementation and actual outcomes:

- **Targeted instructional supports**, particularly for English Learners and students not meeting standards, were implemented but may not have been intensive or frequent enough to yield expected gains.
- Some **budgeted expenditures** for extended learning opportunities, parent workshops, and community partnerships were **underutilized** due to staffing shortages and scheduling conflicts.
- **PBIS efforts** were implemented school-wide but lacked consistent monitoring across classrooms, limiting impact on behavior and engagement.

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

### Changes to the Goal for 2025–2026

As a result of this analysis, several refinements will be made to the articulated goal, annual outcomes, and strategies:

1. **Refined Goal Statement:** Maintain the current goal with more measurable targets tied to **both academic and climate data**, including EL progress, suspension/attendance data, and CAASPP performance.
2. **Updated Metrics:**
  - Track **Tier II and III interventions** by frequency and student response.
  - Include **parent participation tracking tools** (sign-ins, surveys).
  - Use more frequent **formative academic assessments** to guide instruction.
3. **New/Refined Strategies:**
  - Launch a **home visit or attendance outreach team** to address chronic absenteeism.
  - Increase **targeted small-group ELA/Math support** using differentiated curriculum.
  - Deepen PBIS fidelity with classroom-level coaching and data reviews.
  - Strengthen **parent communication and workshops**, especially for EL families.

These changes are reflected in the **2025–2026 SPSA in Goal 2: Student Achievement and Engagement**. Updates to specific actions and metrics can be found in **Sections: Annual Measurable Outcomes, Planned Strategies/Activities, and Budget Summary**.

## Budget

### Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$47,321.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$8,000.00

Overall total of funds included for this school: **\$55,321.00**

### Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$47,321.00

Subtotal of additional federal funds included for this school: **\$47,321.00**

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

State or Local Programs	Allocation (\$)
Prop 28 2025-2026 Allocation	\$8,000.00

Subtotal of state or local funds included for this school: **\$8,000.00**

Total of federal, state, and/or local funds for this school: **\$55,321.00**

Title I Allocations – 2025-26

2022-2023 Title 1 Budget Name of School: Blanchard

		Resource	Title I	Remarks
		Allocation: 25-26	\$47,321.00	
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes		
1103	1000	Tchr. Extra Duty	\$18,272	Starategy 1.1 (7,170); Strategy 2.1 (11,102)
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.		
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes	4,078	Strategy 1.1 (1600); Strategy 2.1 (2478)
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	3,771	Strategy 3.2 (2,000); Strategy 3.4 (1771)
4300	2420	Supplies - Library		
4300	2495	Supplies - Parent Inv.	1200	Strategy 4.1
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		
5200	2700	Travel/Conf. - Admin.		
5200	3110	Travel/Conf. - Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt	20,000	Strategy 2.2
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst		
5850	1000	Study Trips		
5860	1000	Transportation		
Total Spent			47,321	

2022-2023 Title 1 Budget Name of School: Blanchard

Available Balance: 0.00 [Signature]  
 SSC Chair Signature: [Signature] Date: 6/20/25  
 Principal Signature: [Signature] Date: 6/20/25

References

2023-24 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy 2023-24						
	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	58	58	58	3.45%	1.72%	17.24%	77.59%
Male	31	31	31	6.45%	0.00%	12.90%	80.65%
Female	27	27	27	0.00%	3.70%	22.22%	74.07%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	55	55	55	3.64%	1.82%	18.18%	76.36%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	46	46	0.00%	2.17%	17.39%	80.43%
English Learners	19	19	19	0.00%	5.26%	10.53%	84.21%
Students with Disabilities	17	17	17	0.00%	0.00%	0.00%	100.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics 2023-24						
	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	58	58	58	1.72%	3.45%	13.79%	81.03%
Male	31	31	31	3.23%	3.23%	19.35%	74.19%
Female	27	27	27	0.00%	3.70%	7.41%	88.89%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	55	55	55	1.82%	3.64%	14.55%	80.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	46	46	0.00%	0.00%	13.04%	86.96%
English Learners	19	19	19	0.00%	0.00%	21.05%	78.95%
Students with Disabilities	17	17	17	0.00%	0.00%	0.00%	100.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

2023-24 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	36	35	35	5.71%	14.29%	22.86%	57.14%
Male	18	18	18	5.56%	16.67%	16.67%	61.11%
Female	18	17	17	5.88%	11.76%	29.41%	52.94%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	35	34	34	5.88%	14.71%	20.59%	58.82%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33	32	32	6.25%	15.63%	18.75%	59.38%
English Learners	15	14	14	0.00%	0.00%	14.29%	85.71%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2023-24						
	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	36	35	35	5.71%	22.86%	28.57%	42.86%
Male	18	18	18	11.11%	27.78%	22.22%	38.89%
Female	18	17	17	0.00%	17.65%	35.29%	47.06%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	35	34	34	5.88%	23.53%	26.47%	44.12%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	33	32	32	6.25%	25.00%	25.00%	43.75%
English Learners	15	14	14	0.00%	0.00%	28.57%	71.43%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	*	*	*	*	*	*	*

2023-24 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	39	39	39	0.00%	23.08%	23.08%	53.85%
Male	25	25	25	0.00%	16.00%	16.00%	68.00%
Female	14	14	14	0.00%	35.71%	35.71%	28.57%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	38	38	38	0.00%	21.05%	23.68%	55.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	29	29	29	0.00%	13.79%	20.69%	65.52%
English Learners	11	11	11	0.00%	18.18%	18.18%	63.64%
Students with Disabilities	11	11	11	0.00%	0.00%	9.09%	90.91%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2023-24						
	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	39	39	39	7.69%	10.26%	23.08%	58.97%
Male	25	25	25	4.00%	8.00%	20.00%	68.00%
Female	14	14	14	14.29%	14.29%	28.57%	42.86%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	38	38	38	7.89%	7.89%	23.68%	60.53%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	29	29	29	3.45%	6.90%	20.69%	68.97%
English Learners	11	11	11	9.09%	0.00%	36.36%	54.55%
Students with Disabilities	11	11	11	0.00%	0.00%	0.00%	100.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2023-24 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
Grade 6							
All Students Tested	35	35	35	0.00%	17.14%	37.14%	45.71%
Male	17	17	17	0.00%	11.76%	29.41%	58.82%
Female	18	18	18	0.00%	22.22%	44.44%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	31	31	31	0.00%	19.35%	32.26%	48.39%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	26	26	0.00%	11.54%	42.31%	46.15%
English Learners	12	12	12	0.00%	0.00%	33.33%	66.67%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
Grade 6							
All Students Tested	35	35	35	0.00%	2.86%	28.57%	68.57%
Male	17	17	17	0.00%	0.00%	29.41%	70.59%
Female	18	18	18	0.00%	5.56%	27.78%	66.67%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	31	31	31	0.00%	3.23%	25.81%	70.97%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26	26	26	0.00%	0.00%	30.77%	69.23%
English Learners	12	12	12	0.00%	0.00%	16.67%	83.33%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A



## Family Engagement Policy

**Blanchard School  
Parent and Family Engagement Policy  
2025 – 2026**

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 1 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. [20USC 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, Art
- 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 2025-26 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.

<p><b>July</b></p>	<p><b>January</b></p> <p>School Spelling Bee ELAC Meeting SSC Meeting</p>
<p><b>August</b></p> <p>Kindergarten Roundup/Meet and Greet Back to School Night English Language Advisory Committee (ELAC Elections) School Site Council (SSC) Committee Elections</p>	<p><b>February</b></p> <p>Coffee with the Principal Parent Student Valentine's Dance Family Lunch</p>
<p><b>September</b></p> <p>ELAC Meeting SSC Meeting Title I Parent Meeting Coffee with the Principal Family Lunch Wellness Center Activities for Parents</p>	<p><b>March</b></p> <p>Parent Conferences Trimester Awards Assemblies Family Movie Night ELAC Meeting SSC Meeting Coffee with the Principal</p>
<p><b>October</b></p> <p>Science Night Halloween Parade Family Movie Night ELAC Meeting SSC Meeting Dia De Los Muertos Family Lunch</p>	<p><b>April</b></p> <p>ELAC Meeting SSC Meeting CAASPP Campaign and Parent Information Kick Off Wellness Center Celebration</p>
<p><b>November</b></p> <p>Parent Conferences Trimester Awards Assemblies Scholastic Book Fair Turkey Trot ELAC Meeting SSC Meeting Coffee with the Principal</p>	<p><b>May</b></p> <p>ELAC Meeting SSC Meeting Culminating Art Fair 6<sup>th</sup> Grade vs. 5<sup>th</sup>/Staff Kickball Game Field Day Color Run CAASPP Celebration</p>
<p><b>December</b></p> <p>Reclassification Meetings Family Movie Night</p>	<p><b>June</b></p> <p>Student Recognition Assemblies Sixth and Kindergarten Promotion Family Lunch</p>

### 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 Bianca Lopez 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 2025-2026 school year, Blanchard’s teachers will focus on the following staff development topics:

- Cognitively Guided Instruction (CGI)
- CORE
- Performance Matters
- IXL
- P3CC
- Integrating Art in the Curriculum – SP Art Museum

School Accountability Report Card



# BLANCHARD ELEMENTARY SCHOOL

ACADEMY OF VISUAL ARTS

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

Bianca Lopez, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2023-24 ACTIVITY PUBLISHED IN 2024-25

### 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 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability,

31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% 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 2023-24

Student Group	% of Total Enrollment	Grade Level	# of Students
Female	44.0%	TK	48
Male	56.0%	Kinder	21
Non-Binary	0.0%	Grade 1	41
American Indian or Alaskan Native	0.0%	Grade 2	39
Asian	0.3%	Grade 3	57
Black or African American	0.3%	Grade 4	34
Filipino	0.0%	Grade 5	38
Hispanic or Latino	93.0%	Grade 6	38
Native Hawaiian or Pacific Islander	0.3%		
Two or More Races	0.9%		
White	5.1%		
English Learners	34.6%		
Foster Youth	0.3%		
Homeless	3.8%		
Migrant	1.3%		
Socioeconomically Disadvantaged	79.4%	Total Enrollment	316
Students with Disabilities	22.8%		

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

**Board of Trustees**  
Mrs. Anna Villicana-Arroyo, President  
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Superintendent

Dr. David Moore  
Associate Superintendent  
Educational Services

Dr. Georgina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Dr. Marguerite Williams  
Chief Business Officer

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District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2024.

**Blanchard Elementary School**

During the 2023-24 school year, Blanchard Elementary served 316 students in grades TK-6. Student enrollment included 34.8% qualifying for English learner support, 22.8% students identified with a disability, 79.4% enrolled in the Free or Reduced Price Meal program, 1.3% migrant, 0.3% foster youth, and 3.8% 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 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**

- Back to School Night
- Class Celebrations
- Family Art Nights
- Family Movie Nights
- Field Day
- Parent Conferences
- Parent Education Nights
- Spelling Bee
- Student Recognition Lunches
- 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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	18.42	12.82	14.59	15.95	30.29	30.73

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)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	39	39	100.00%	0.00%	12.62%
Female	14	14	100.00%	0.00%	21.43%
Male	25	25	100.00%	0.00%	8.00%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	38	38	100.00%	0.00%	10.53%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	9.09%
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	8.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00%	0.00%	0.00%

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) 2023-24										
	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	169	168	99.41%	0.59%	14.88%	169	168	99.41%	0.59%	13.10%
Female	77	76	98.70%	1.30%	17.11%	77	76	98.70%	1.30%	11.84%
Male	92	92	100.00%	0.00%	13.04%	92	92	100.00%	0.00%	14.13%
American Indian or Alaskan Native										
Asian										
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	160	159	99.38%	0.62%	15.09%	160	159	99.38%	0.62%	13.21%
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	57	56	98.25%	1.75%	5.36%	57	56	98.25%	1.75%	1.79%
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	118	117	99.15%	0.85%	10.26%	118	117	99.15%	0.85%	9.40%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	45	45	100.00%	0.00%	0.00%	45	45	100.00%	0.00%	2.22%

*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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	19	15	29	34	46	47
Mathematics	14	13	18	20	34	35

*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.*

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

**Physical Fitness**

In the spring of each year, 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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

California Physical Fitness Test Results 2023-24					
	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	97.5%	100.0%

*Note: The administration of the PFT requires only participation results 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).

### 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:

**2023-24 Campus Improvements:**

- MPR mural
- Preschool toilet addition and modifications
- Addition of sink in room 7
- Improvements to the mental health office
- Seal coat and stripe parking lot

**2024-25 Planned Campus Improvements:**

- Improvements to lunch shelter fencing
- Installation of health office window unit
- Addition of a buzzer entry system
- Flooring replacement in principal's office
- Flatwork modifications

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:

Campus Description	
Year Built	1960
	<b>Quantity</b>
# 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
Inspection Date:	Good	Fair	Poor	
October 28, 2024				
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.*

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

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

#### Deferred Maintenance

Blanchard Elementary School had deferred maintenance projects completed in 2023-24 in the amount of \$50,691. 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: gutters and downspouts, gate repair and parking lot sealing.

#### 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 October 28, 2024. 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 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

#### 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 January 2025.

#### Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, 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. Campus safety assistants 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 6:00 pm, students in the cafeteria 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 student recognition lunches where students may receive certificates in many areas. Certificates may be given to students at lunches 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 basketball.

Chronic Absenteeism by Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	345	332	106	31.90%
Female	154	146	43	29.50%
Male	191	186	63	33.90%
Non-Binary				
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino				
Hispanic or Latino	315	304	93	30.60%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	21	11	52.40%
English Learners	117	116	28	24.10%
Foster Youth	--	--	--	--
Homeless	17	17	9	52.90%
Socioeconomically Disadvantaged	279	268	92	34.30%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	84	33	39.30%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	1.02%	2.13%	3.48%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	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 (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.48%	0.00%
Female	1.95%	0.00%
Male	4.71%	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	2.86%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.35%	0.00%
English Learners	4.27%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.30%	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.

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

### Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	2021-22		
		1-20	21-32	33+
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		
2022-23				
K	17.0	2		
1	22.0		2	
2	23.0		2	
3	16.0	2		
4	20.0	1	1	
Other**	10.0	2		
2023-24				
K	11.0	2		
1	14.0	2	1	
2	19.0	2		
3	23.0		2	
4	16.0	2		
5	17.0	2		
Other**	8.0	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.

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Blanchard Elementary School for the 2023-24 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 2023-24 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:

- Cognitively Guided Instruction (CGI)
- Haggerty Core Phonics
- Art

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series		Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>				
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>		0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>		0%
<b>Math</b>				
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>		0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>		0%
<b>Science</b>				
2008	No	Delta Foss Science Kits - <i>CA Science</i>		0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>		0%
<b>Social Science</b>				
2021	Yes	Studies Weekly		0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>		0%

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District offered the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
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>	
2023-24	2 days
<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• CGI Math</li> <li>• CORE Phonics Instructional Sequence</li> <li>• Active Intruder Training</li> </ul>	
2024-25	2 days
<ul style="list-style-type: none"> <li>• CGI Math</li> <li>• Priority Standards and Standards Maps</li> <li>• Benchmark Assessments and Performance Matters</li> <li>• CAASPP Testing</li> <li>• Textbook Standards Alignment</li> </ul>	

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive

additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

**Instructional Materials**

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

On September 25, 2024, 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 2024-25:5 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2024-25 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	1
Misassignments	2	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	2	0	1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	0	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	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.ode.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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	88.57	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.71	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	0.91	11746.9	4.23
Unknown	1	5.71	8.7	3.34	14303.8	5.15
Total Teaching Positions	17.5	100	261.8	100	277698	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.

first semester of school. 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.

### 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 2023-24		
	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	1.00
Nurse	As needed	
Occupational Therapist	As needed	
Speech Therapy Assistant	1	1.0
PE Teacher	1	0.8
Speech Pathologist	2	2.0
District Mental Health Counselor	As needed	
BCBA	As needed	
Outreach Specialist	1	0.8

\*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 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 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 2022-23		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,969	54,930
Mid-Range Teacher Salary	88,653	85,366
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	29.69
Administrative Salaries	0.05	5.55

*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 2022-23					
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	19,366	N/A	N/A	N/A	N/A
Restricted (Supplemental)	6,206	N/A	N/A	N/A	N/A
Unrestricted (Basic)	13,159	10,184	129.2%	10,771	94.6%
Average Teacher Salary	105,846	90,423	N/A	87,655	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 2022-23 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership
- Academies
- Learning Communities for School Success Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: 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, IV
- Tobacco Use Prevention Education

School Site Council Bylaws



**Blanchard Academy of Visual Arts  
School Site Council Bylaws  
2025-2026**

**ARTICLE I: NAME OF COUNCIL**

The name of this council shall be the Blanchard Academy of Visual Arts School Site Council (BAVA). Hereinafter, the School Site Council may be referred to as the Council.

**ARTICLE II: ROLE OF THE COUNCIL**

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all its related categorical resources. The School Site Council has responsibility for these duties:

- Analyze and evaluate the academic achievement of all students in the school.
- Obtain recommendations from school site advisory, standing and special committees regarding the focus of the Schools' Single Plan for Student Achievement.
- Develop and approve the school plan and all related proposed expenditures in accordance with all state and federal laws and regulations.
- Recommend the school plan, including related budget expenditures, to the local governing board.
- Provide ongoing monitoring of the implementation of the plan and budgets/expenditures.
- Revise the school plan, including expenditures, timelines and evaluation criteria, as needed.
- Participate in all local, state and federal reviews of the school's program for compliance and quality.
- Annually evaluate the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students.
- Encourage broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council.

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- Carry out all other duties assigned to the council by the district governing board and by state or federal law.

### ARTICLE III: MEMBERSHIP OF THE COUNCIL

#### Section 1: Size and Composition

The School Site Council shall be composed of 10 members. Half of the representation on the council shall be from the school staff. This council half will include:

- 1 Principal
- 3 Teachers, selected by teachers (classroom teachers shall constitute the majority of those persons representing the school staff).
- 1 Other School Personnel

The remaining half of the council will include 5 parents or community members, selected by parents at Blanchard. BAVA SSC members chosen to represent parents may be employees of the school district and school site so long as they provide input and vote as a parent and not a school employee.

#### Section 2: Term of Office

All members shall serve for a two (2) year term. Members may be re-elected for succeeding terms. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section 3: Selection/Election of Members

Elections of council members shall be held each year, no later than October. The following procedures shall be followed in nominating candidates and selecting/electing council members:

- Teachers: An email will be sent to all teachers requesting nominations. Election ballots will be placed in staff mailboxes.
- Other School Personnel: An email will be sent to all *other school personnel* requesting nominations. Election ballots will be placed in staff mailboxes.
- Parent/Guardians: Nomination ballots will be sent with students home via flyer. Election ballots will be sent home with students via flyer.

#### Section 4: Voting Rights

Each member of the Council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted. An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

#### Section 5: Termination of Membership

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- Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings without communication with principal or chairperson.
- The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

**Section 6: Transfer of Membership**

Membership on the Council may not be assigned or transferred.

**Section 7: Resignation**

Any elected member may terminate his or her membership by submitting a written letter of resignation to the BAVA chairperson.

**Section 8: Vacancy**

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- An election of a new member by the appropriate representative group.
- Appointment of a new member to fill the remainder of the term (selected by the remaining peer group members, not the Council as a whole).
- Seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

**ARTICLE IV: OFFICERS OF COUNCIL**

**Section 1: Officers**

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

**Section 2: Election of Officers and Terms of Office**

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected. Any member of the Council, including the principal, may serve in any officer capacity.

**Section 3: Removal of Officers**

Any officer may be removed from their office by a two-thirds vote of all Council members.

**Section 4: Vacancy in an Officer Position**

A vacancy in any office because of resignation, removal, disqualification, death or otherwise shall be filled for the remainder of the officer's term. A Vacancy in any office shall be filled by a special election of the Council. This special election will be included in the posted meeting agenda.

**Section 5: Officer Duties**

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The chairperson/president shall:

- Preside at all BAVA Meetings
- Sign all letters reports, and other communication of the BAVA
- Have other such duties prescribed by the BAVA

The vice-chairperson/vice-president shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the BAVA
- Transmit true and correct copies of the minutes of such meetings to members of the BAVA
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the BAVA
- Keep a register of the names, and contact information, of each member of the BAVA, the chairpersons of school advisory committees, and others with whom the BAVA has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the BAVA

#### ARTICLE V: COMMITTEES

##### Section 1: Standing and Special Committees

The Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- Gather and analyze data.
- Examine materials, staffing or funding possibilities.
- Propose to the Council strategies for improving the instructional practices.

##### Section2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

##### Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to other committee members at the beginning of their assignment.

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**Section 4: Standing and Special Committee Rules**

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

**ARTICLE VI: MEETINGS OF THE SCHOOL SITE COUNCIL****Section 1: Meetings**

BAVA shall meet not less than five (5) meetings during the school year. Special meetings may be called by the chairperson or by a majority vote of the BAVA.

**Section 2: Meeting Location**

The BAVA shall hold its meetings in a facility provided by the school.

**Section 3: Notice of Meetings**

All meetings of the BAVA shall be publicized so that all interested persons may attend. Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time and location of the meetings, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the Council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

**Section 4: Quorum**

The presence of 51% of the Council membership in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

**Section 5: Conduct of Meetings**

Meetings of the Council shall be conducted in accordance with the rules of orders established by EC 35147 and the Robert's Rule of Order or an adaptation thereof approved by the Council. If the Council violates any of the procedural meeting requirements found in EC 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting after allowing for public input.

**Section 6: Meeting Open to the Public**

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item

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within the subject matter jurisdiction of the Council. The Council may not take any action on any item of business unless that item appears on the posted agenda or unless Council members

present, by unanimous vote, find that there is a need to take immediate action and that the need for action comes to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The BAVA will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council. The minutes of the Council meeting are public records and are available to the public.

**Section 7: Communication with the Local Board of Education**

The Council shall implement the rules and regulations as defined in local board policy. A local board of education has the right to deny the content and related budget found in the school's Single Plan for Student Achievement.

**Section 8: Uniform Complaint Procedures**

Annually, the Council shall participate in training about the district's Uniform Complaint Procedures. This training will review procedures for filing a complaint. If any BAVA member or member of the public believes that BAVA has taken an action that is in violation of their legal authority, the individual or group may file a uniform complaint form with the district.

**ARTICLE VII: BYLAW AMENDMENTS**

An amendment of these bylaws may be made at any regular meeting of the Council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to Council members at least five (5) days prior to the meeting at which the amendment is to be considered for adoption.