



BLANCHARD ELEMENTARY SCHOOL

ACADEMY OF VISUAL ARTS

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

Bianca Lopez, Principal • CDS: 56768286055545

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

Principal's Message

Welcome to another exciting year at Blanchard Academy of Visual Arts! As we continue our journey together, our focus remains on providing a safe, kind, responsible, and respectful learning environment where every student can thrive academically and socially. This School Accountability Report Card reflects our shared commitment to excellence, transparency, and continuous growth. At Blanchard, we believe that strong partnerships between home and school build the foundation for student success. Through meaningful parent engagement, creative learning opportunities, and a focus on the whole child, we are proud to nurture a community where every Beagle is encouraged to learn, create, and lead with heart. Let's make it another outstanding year together—Go Beagles!

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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

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.

Blanchard Elementary School

During the 2024-25 school year, Blanchard Elementary served 317 students in grades TK-6. Student enrollment included 30.9% qualifying for English learner support, 24.3% students identified with a disability, 1.9% migrant, 0.6% foster youth, 9.8% homeless youth, and 84.9% socioeconomically disadvantaged.

School Mission Statement

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.

Santa Paula

Unified School District

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

www.santapaulaunified.org

Board of

Trustees

Dr. Daniel Sandoval, President
Mr. Nathan Ramos Rodriguez, Vice President
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EL Services & Community Engagement

Ms. Lori Toms
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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2025.

Student Enrollment by Student Group

2024-25

Student Group	% of Total Enrollment
Female	45.7%
Male	54.3%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0.3%
Black or African-American	0.3%
Filipino	0%
Hispanic or Latino	93.4%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0%
White	6.0%
English Learners	30.9%
Foster Youth	0.6%
Homeless	9.8%
Migrant Services	1.9%
Socioeconomically Disadvantaged	84.9%
Students with Disabilities	24.3%

Student Enrollment by Grade Level

2024-25

Grade Level	# of Students
Transitional Kindergarten	26
Kindergarten	50
Grade 1	24
Grade 2	41
Grade 3	39
Grade 4	57
Grade 5	42
Grade 6	38
Ungraded	
Total Enrollment	317

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population

and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

Parent Involvement

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

Opportunities to Volunteer

Classroom Volunteer
Fundraising Activities
Grade Level Study Trips
Monthly Family Engagement Events
Special Events

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
LCAP Committee
Parent District Advisory Committee (PDAC)
School Site Council (SSC)

School Activities

Back to School Night
Class Celebrations
Coffee with the Principal
Color Run
Family Art Night
Family Movie Nights
Field Day
Parent Conferences
Parent Education Nights
Spelling Bee
Student Recognition Lunches
Title I Meeting

School News

Parents stay informed on upcoming events and school activities through parent conferences, ParentSquare messages, school and district websites, the school marquee, and the Beagle Bulletin. Contact your child's teacher or the principal at (805) 933-8866 for more information on how to become involved in your child's learning environment.

Student Achievement

District Benchmark

Assessments

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	15.0	23.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	13.0	18.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	175	174	99.43	0.57	22.99
Female	82	81	98.78	1.22	24.69
Male	93	93	100	0	21.51
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	169	168	99.41	0.59	23.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	49	49	100	0	4.08
Foster Youth	0	0	0	0	0
Homeless	21	21	100	0	19.05
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	0.84	17.80
Students with Disabilities	45	45	100	0	2.22

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/.

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	175	174	99.43	0.57	18.39
Female	82	81	98.78	1.22	14.81
Male	93	93	100	0	21.51
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	333	333	100	0	26.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	115	100	0	10.43
Foster Youth	0	0	0	0	0
Homeless	39	39	100	0	23.08
Military	--	--	--	--	--
Migrant Services	13	13	100	0	7.69
Socioeconomically Disadvantaged	255	255	100	0	23.92
Students with Disabilities	53	53	100	0	1.89

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	12.82	11.90	15.95	17.78	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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/pfl/.

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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:

2024-25 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
- Flooring replacement in room 19

2025-26 Planned Campus Improvements:

- Repaint safety lines in the hallway
- Creation of a community garden behind the library
- Installation of drinking fountains near the elementary wing
- Replacement of flooring in kindergarten classrooms
- HVAC improvement projects
- Ceiling repairs in the MPR
- Flooring replacement in rooms 9, 10 and 17
- Upgrades to preschool fencing
- Green Schoolyard grant project

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:

- Daily classroom cleaning
- Setup/cleanup of evening activities
- Kitchen cleaning

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

Campus Description	
Year Built	1960
Acreage	--
Square Footage	--
	Quantity
Permanent Classrooms	16
Portable Classrooms	6
Restrooms (Sets)	3
Multipurpose Room/Cafeteria	1
Outreach Room	1
Library	1
Outdoor Covered Patio	1
Reading Intervention Room	1
Staff Lounge/Teacher Workroom	3
Resource Room	1
Learning Center	2
Speech & Language Room	1
Art Studio	1
Wellness Center	1
Playground	2

Deferred Maintenance

Blanchard Elementary School had deferred maintenance projects completed in 2024-25 in the amount of \$41,842. 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: buzzer system, flooring for room 19, carpeting in Principal's office, and flatwork south of the café.

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, 2025. 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 2025-26 school year, 100% of restrooms were fully operational and available to students at the time of the inspection.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: October 28, 2025	Good	Fair	Poor	
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			Preschool & Main Playground - Playground structure needs protective coating replaced

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary	X			

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

School 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 2026.

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, campus safety 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 in the Aspire program.

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 academics, character, and sportsmanship. Certificates are given to students at lunches and special presentations at the end of each quarter. Monthly attendance incentives are given to students with 95% attendance rates.

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, Theatre club, robotics, yearbook, cheerleading, flag football, wellness peers, art club, and basketball.

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. Parents are given a one page expectation of all behavior in various settings on campus, and asked to review the document with their student. The principal also participates in weekly video assemblies to review the expectation that requires additional attention during Beagle Live. Teachers utilize ParentSquare and daily/weekly behavior charts as needed to communicate tiered intervention.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	2.13	3.48	6.45
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.6	3.3	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group

2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	6.5	0.0
Female	1.9	0.0
Male	10.3	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	7.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	6.6	0.0
Foster Youth	0.0	0.0
Homeless	10.8	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	7.1	0.0
Students with Disabilities	9.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
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		
Grade	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	
Grade	2024-25			
	K	17.0	1	2
	1	11.0	2	
	2	20.0	2	
	3	20.0	2	
	4	16.0	2	
	5	19.0	1	1
	6	33.0		
Other	11.0	2		

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

****"Other" category, if applicable, 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 2024-25 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."

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	341	332	78	23.5
Female	156	153	40	26.1
Male	185	179	38	21.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	313	307	72	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	23	6	26.1
English Learners	106	105	16	15.2
Foster Youth	--	--	--	--
Homeless	37	35	8	22.9
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	294	288	74	25.7
Students with Disabilities	89	89	29	32.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25 school year, Blanchard 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

During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District offered staff development training in the adjacent chart:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	2 days
<ul style="list-style-type: none"> • Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training 	
2024-25	2 days
<ul style="list-style-type: none"> • CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment 	
2025-26	2 days
<ul style="list-style-type: none"> • AMIRA Reading • Twig Science • PK/TK Math Labs • Cognitively Guided Instruction (CGI) • Classroom Management • Literacy, ELPAC Assessment, and Integrated ELD Strategies • English 3D Training • Benchmark/Performance Matters • CAASPP Alignment • Standards Map 	

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 (B TSA) 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 and are from the State Board's adopted list with the exception of the TK materials which are from the most recent local adoption. 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 24, 2025, 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 2025-26:5 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 2025-26 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Specialized Instruction

All curriculum and instruction are 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 (Emergent Bilinguals)

Blanchard Elementary School provides English Language Development (ELD) instruction for English Language Learner (Emergent Bilingual) students 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 (Emergent Bilingual) students also receive integrated language support throughout the day in their core curricular areas. Newcomers receive daily ELD specifically designed for their language level by an ELD specialist.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McMillan McGraw Hill: <i>Wonders</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	McGraw Hill: <i>StudySync</i>	Yes	0%
History-Social Science			
2022	Studies Weekly	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2019	TCI: <i>History Alive</i>	Yes	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Math Expressions</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	CPM Educational Program: <i>CC 1</i>	Yes	0%
Science			
2025	Twig Education: <i>Twig Science</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2022	McGraw Hill: <i>Inspire Science</i>	Yes	0%

At Risk Interventions

Blanchard Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts by offering one full-time reading teacher to assist with reading in small group instruction to support students in their efforts to attain academic proficiency in all areas. The intervention is offered daily for a six-week period of time for students below proficiency level. Both before and after school tutoring and academic support is available for students in all grade levels.

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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	19	0.0	0.0	0.0	3	22
School %	86.36	0.0	0.0	0.0	13.64	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	15.5	0.0	1.0	0.0	1.0	17.5
School %	88.57	0.0	5.71	0.0	5.71	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	13.8	0.0	0.0	0.0	3.0	16.8
School %	82.23	0.0	0.0	0.0	17.77	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)**

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	1.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.0	0.0

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

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 & Other Support Staff
(Nonteaching Professional Staff)**

2024-25

	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Library Clerk	1	1.0
Health Technician	1	1.0
Nurse	1	As Needed
Speech & Language Pathology Assistant	1	1.0
Speech Therapy Assistant	1	1.0
District Mental Health Counselor	1	As Needed
PE Teacher	1	0.8
Outreach Specialist	1	0.5
BCBA	1	As Needed
Speech Pathologist	2	2.0
Occupational Therapist	1	As Needed

Note: 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.

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$16,780	N/A	N/A	N/A	N/A
Restricted	\$5,080	N/A	N/A	N/A	N/A
Unrestricted	\$11,700	\$8,987	130.2%	\$11,146	105%
Avg Teacher Salary	\$94,163	\$97,134	96.9%	\$92,686	101.6%

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

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.

- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

Teacher and Administrative Salaries		
2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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 and Music in Schools (Prop 28)

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.