

Santa Paula Unified School District

School Plan for Student Achievement



Blanchard Elementary School

Academy of Visual Arts

56 76828 605552

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Revised July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

n/a

Paige Miller 5/12/26

- 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: 7/10/26.

Attested:

Bianca Lopez

7/10/26

Bianca Lopez, Principal

Date

Paige Miller

7/10/26

SSC Chairperson

Date

School Site Council Membership

California Education Code Section 64001(i) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The current make-up of the School Site Council is as follows:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Bianca Lopez	X				
Lydia Ayala		X			
Julia Fertig		X			
Paige Miller		X			
Yanette Frutos			X		
Samantha Gonzalez				X	
Karol Hernandez				X	
Martha Mata				X	
Travis McGowan				X	
Araceli Ochoa				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				
Number of members in each category	1				

*Note: No ELAC established in 2025-26.

(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

District Profile

Santa Paula Unified District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula is situated in the rich agricultural Santa Clara River Valley. The City is surrounded by rolling hills and rugged mountain peaks in addition to orange, lemon and avocado groves. In fact, Santa Paula is referred to as the "Citrus Capital of the World." The community of Santa Paula was founded in 1872. Originally the area that is today Santa Paula was inhabited by the Chumash, a Native American people.

Santa Paula Unified operates an early childhood education program, six elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and an adult school program. Santa Paula Unified School District has a large Latino and English Learner population that has made tremendous improvements in student achievement in the past few years. We are proud of the accomplishments of our students, teachers, staff, parents and the community that has made that achievement possible.

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

 SANTA PAULA UNIFIED SCHOOL DISTRICT LCAP Summary 2026–2027 Local Control and Accountability Plan	
VISION <i>Committed to Serving Every Student Every Day</i>	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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.
STATE PRIORITIES ADDRESSED	
1 Basic Services or Basic Conditions at Schools 3 Parent Engagement 5 Student Engagement 7 Access to a Broad Course of Study 2 Implementation of State Academic Standards 4 Student Achievement 6 School Climate 8 Outcomes in a Broad Course of Study	
GOAL 1 College, Career & Life Readiness The 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. Progress is measured by the key performance indicators in Metrics — Goal 1. - P1a Professional Development - P1b Data Service Specialist - P1c Directors of Elementary & Secondary - P1d TK and K Bilingual IAs - P1e Expanded TK/Preschool - P1f DLI Support - P1g ELD Task Force - P1h Newcomer Teacher - P1i AP Program/Exam Fees - P1j CTE Support - P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10) - 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 2 Literacy & Math Proficiency The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities. - P2a Itinerant Academic Support Teachers - P2b Literacy Support - P2c Parent Literacy Academy - P2d Supplemental Math & Science Resources - P2e Reading Supports (K-6)
GOAL 3 Engagement, Family Partnership & Climate Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs. - P3a Support Educational Outcomes / Development of Academies - P3b STEAM TOSA - P3c Mentoring Program - P3d Restorative Justice - P3e PBIS – Positive Behavior - P3f Counselors/Mental Health - P3g Wellness Center Support - P3h Support Teen Parents - P3i Parent Involvement - P3j District Communication - P3k MTSS/Attendance	GOAL 4 Equitable Conditions for Learning The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities. - P4a Staff Smaller Class Size - P4b Technology Equipment - P4c Technology Infrastructure - P4d Computer Tech. Staff - P4e Prep Periods at IMS - P4f ADM Site Support - P4g Athletic Trainer - P4h Athletic Transportation - P4i Athletic Director - P4j Office Assistant Support - P4k Childcare/Interpretation Services - P4l District Safety (Security) - P4m Safety Measures - P4n Custodial Staff - P4o Deferred Maintenance - P4p Health Service Specialist - P4q Financial Literacy
	GOAL 5 Renaissance HS — Student Stability With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%. P5a Implement a Multi-Tier System of Supports
	GOAL 6 Outreach & Attendance Support Provide outreach support services to improve student attendance, engagement, and stability. P6a Community School Outreach Coordinator

LEARN MORE—The full Local control and Accountability Plan, including metrics, goals and budgeted actions for each priority, is available on the district website, www.santapaulausd.org

School Information

School Profile

Blanchard Elementary School is located in the city of Santa Paula and serves students in TK through grade six. In the 2025-26 school year, 312 students were enrolled, including 31.7% qualifying for English Language Learner support, 25% students with disabilities, 83.3% socioeconomically disadvantaged, 1% migrant, and 6.7% 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:

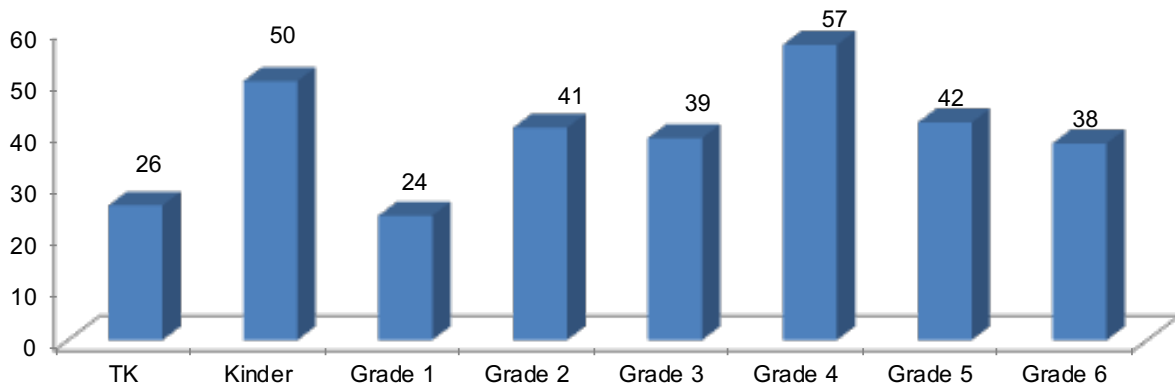
- Language Arts: Wonders ELA is used daily during the Language Arts period for grades K-5 and StudySync for grade 6. These programs are aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content 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 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development.
- Mathematics: Blanchard uses Math Expressions by Houghton Mifflin Harcourt for grades K-5 and CPM Educational Program's CC1 for grade 6. 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 and History Alive for grade 6. The program is aligned with the Common Core State Standards.
- Science: Barbara Webster uses the Twig Science program, the District-adopted core curriculum for K-5 and Inspire Science for grade 6. These programs are aligned with the California State Content Standards.

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.

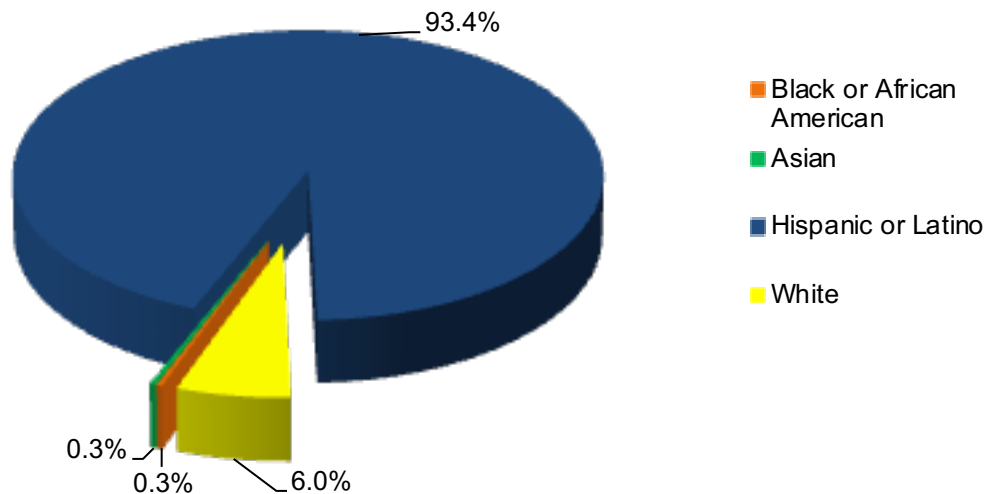
Student Enrollment by Grade

Source: Data Quest 2025-26



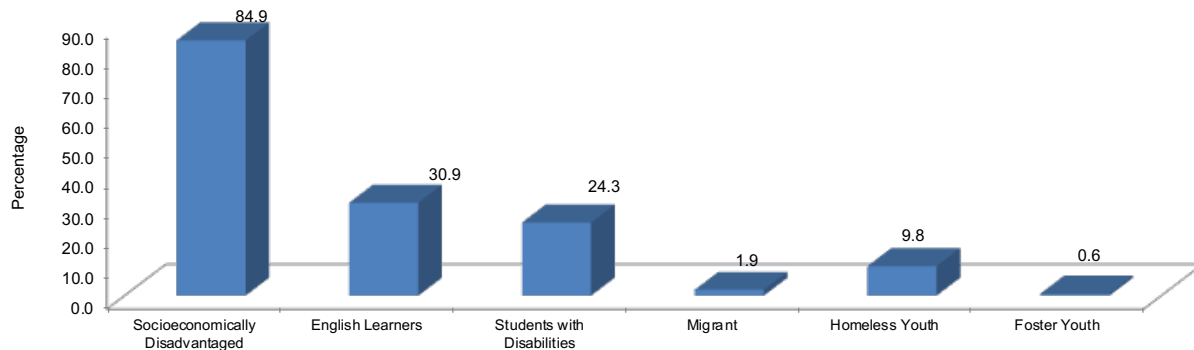
Student Enrollment by Ethnicity

Source: Data Quest 2025-26



Student Enrollment by Student Group

Data Source: Data Quest 2025-26



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 2026-27 school year, transitional kindergarten is designed for students who turn four (4) years old by September 1st 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 2026-27 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 12, 2026
School Site Council (SSC)	July 10, 2026
School Faculty	May 18, 2026

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 83.7% of students improved their score from the prior year. In Mathematics, 72.1 % of students improved their score from the prior year. Chronic Absenteeism showed that 31.9% of students were chronically absent (a decline of 8.4%) with Students with Disabilities in the Orange and English Learners in the Yellow; Suspension Rates were at 6.5% (an increase of 3%) with Students with Disabilities, English Learners, Socioeconomically Disadvantaged students in the Red.

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

Goal 1:

Goal to address LCAP Goal 1.

By June 2026, at least 65% 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.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	After School Intervention - 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 (\$7,170.0 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 2025, students in 3rd through 5th grades showed growth in the area of English Language Arts or Mathematics, Grades 3-5 showed growth in students meeting or exceeding standards. Our English Learners 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%-23.65% Level 2 (Somewhat Developed): 36.6%-28.42% Level 3 (Moderately Developed): 28.9%- 32.40% Level 4 (Well Developed): 9.4%-15.53%	The expected outcome for 2025–2026 is that 10% of all students taking the ELPAC will reach Proficient (Level 4).
CAASPP ELA Summative	Grade 3: Standard Met/Exceeded: 20.51% Standard Nearly Met: 28.21% Standard Not Met: 51.28% Grade 4: % of Students at: Standard Met/Exceeded: 20%/16.36% Standard Nearly Met: 22.86%/21.82% Standard Not Met: 57.14%/61.82% Grade 5: % of Students at: Standard Met/Exceeded: 23.08%/16.36% Standard Nearly Met: 23.08%/21.82% Standard Not Met: 53.85%/61.82% Grade 6: % of Students at: Standard Met/Exceeded: 17.14%/34.21% Standard Nearly Met: 37.14%/34.21%	The expected outcome for 2025–2026 will continue to be a growth of 5% at each grade level in students meeting/exceeding standards.

	Standard Not Met: 45.71%/31.58%	
CAASPP Math Summative	Grade 3 Standard Met/Exceeded: 23.08% Standard Nearly Met: 17.95% Standard Not Met: 58.97% Grade 4: % of Students at: Standard Met/Exceeded: 28.57%/14.55% Standard Nearly Met: 28.57%/36.36% Standard Not Met: 42.86%/49.09% Grade 5: % of Students at: Standard Met/Exceeded: 17.95%/14.55% Standard Nearly Met: 23.08%/36.36% Standard Not Met: 58.97%/49.09% Grade 6: % of Students at: Standard Met/Exceeded: 28.6%/18.42% Standard Nearly Met: 28.57%/18.42% Standard Not Met: 68.57%/63.16%	The expected outcome for 2026-2027 will continue to be a growth of 5% at each grade level in students meeting/exceeding standards.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Professional Development - 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.	All students TK-6th grade	\$15,000 Will utilize district resources and training opportunities including AVID.	LCAP
2	Supplemental Learning Opportunities - Students will participate in 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, Typing programs, and additional lesson materials(counting collections, decodable readers, etc) for hands-on activities for before/after school intervention.	All students TK-6th grade	\$20,000.00	Title I

ANNUAL REVIEW**SPSA Year Reviewed: 2025-2026**

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 and Happy Numbers 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, and we were able to add first grade and third grade after school intervention provided by faculty through site extra duty stipends.

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

Our after school intervention sessions were successful in terms of attendance, and was successful in improving student's grades particularly in first, third, fourth, fifth and sixth. This year we were able to fly extra duty stipend positions to increase tutoring and intervention time after school. We were able to make our goal We are hoping 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. Students in this group were targeted to attend spring and summer camp to continue their learning. We will continue to monitor budget expenditures and reallocate funding if necessary.

Goal 3:

Goal to address LCAP Goal 2.

By June 2027, 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 2025 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 reduce chronic absenteeism through student engagement, and reduce suspensions through PBIS. We are proud to say that our interventions worked as we continue to see a number of students who are chronically tardy and our subgroups of homeless and students with disabilities positively improved to the orange band and English Learner, Hispanic, and SDI students moved up to the yellow band on the state dashboard. Absenteeism at Blanchard continues to be an area of need as we work to get to 95%.

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% to 2025 Chronically Absent to 23.5% Chronically Absent.	Reduce chronically absent to less than 22%. We will keep this goal.
CA Suspension Rate	2024 School Dashboard 2.7% Suspension Rate to 2025 6.5%. We increased 3%.	Reduce suspension rate to less than 2%. We will keep goal.
Coffee with the Principal	4 per year with average attendance of 10 per meeting. 4 meetings with attendance at 8 per meeting.	6 per year with an average attendance of 20
School Site Council Meetings	5 per year/5 per year	5 per year
Instructional Leadership Team Meetings	8 per year/10 per year	10 per year

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Onsite Assemblies and Educational/Social-Emotional Programs – Students will participate in onsite assemblies and educational programs aligned with California State Standards and social-emotional learning objectives. These experiences will enhance student engagement, promote positive school culture, support social-emotional development, and enrich learning through meaningful, interactive opportunities.	TK-6th		Wellness Center Grant
2	Student Incentives and Positive Behavior Supports (PBIS) – Students will have opportunities to earn and participate in attendance, academic, and behavioral incentive programs designed to increase student achievement, engagement, and school connectedness. Funding will support awards assemblies, special recognition, student prizes, principal's recess activities, and schoolwide and classroom PBIS initiatives that promote positive behavior, improve attendance, and encourage growth in English Language Arts and mathematics.	TK-6th	\$4,000	Title I
3	Student Study Trips – Provide standards-aligned educational study trips for students at all grade levels that extend classroom learning and support the school's Art Academy focus. Funding may include student transportation, admission costs, and chaperone entrance fees, as needed, to ensure equitable access to enriching academic, cultural, and arts-based learning experiences.	TK-6th	\$1,692	Title 1
4	Arts in Education/Art Performance Study Trips – Provide students with opportunities to participate in high-quality visual and performing arts experiences, including dance, visual arts, theater, and music instruction delivered by community partners and outside service providers. These programs will support the school's visual and performing arts academy focus, enhance student creativity and engagement, and include enrichment opportunities such as field trips to art museums, theatrical performances, and other arts-related educational experiences	TK-6th	\$8,000	Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-26**

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 remains an area of concern. We have found that attendance improves when students are motivated through high-interest, tangible incentives such as Kona Ice snow cones and school logo T-shirts. Despite these efforts, we continue to see elevated rates of tardiness, and student groups including students experiencing homelessness and students with disabilities remain in the yellow and orange performance bands for attendance.

Suspension rates increased by 3% this year. In response, we strengthened implementation of restorative practices and community-based interventions. Students participate in restorative justice reflection forms and complete structured written apology letters when appropriate. Families are consistently notified when behavioral concerns occur, and we continue to use the principal's recess more frequently to reinforce positive behavior and acknowledge students meeting expectations.

Family engagement and student recognition events remain a strong component of our school culture. Family Lunch and quarterly "Best in Show" awards have successfully increased family participation and strengthened community connections. These events recognize students for both academic achievement and positive character, with celebrations shared through Beagle LIVE, ParentSquare, and the school marquee. Students are also recognized with incentives such as free kids' meals from local partners and book selections from the book fair.

Additionally, Principal's Recess has been implemented as a structured positive reinforcement strategy, coordinated by campus safety, administration, counseling, and support staff. These activities provide students with additional opportunities for recreation and peer interaction while celebrating positive behavior. Staff and students report that these weekly activities are both engaging and effective in reinforcing school-wide expectations.

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

Blanchard has needed to refocus efforts to address student behaviors that are not meeting school expectations, including chronic absenteeism, tardiness, and behavioral concerns. These areas remain a priority for continued improvement in the coming year, with an emphasis on strengthening parent engagement, communication, and providing targeted support and training to help families partner in improving student attendance and behavior outcomes.

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

Blanchard will continue strengthening family engagement and communication efforts as part of its SPSA goals. The school will implement classroom-based parent liaisons to support ongoing communication between teachers and families, share classroom needs, coordinate family involvement, and provide timely updates on upcoming activities and events. In addition, the principal will begin recording a weekly newsletter to improve accessibility, increase awareness of school programs, and strengthen outreach to all families.

To further expand family engagement, Blanchard will also develop structured parent volunteer opportunities. This addition responds to increased parent interest in supporting school events, as families have expressed a strong desire to participate in the more engaging and welcoming activities being offered. These efforts will help build stronger school-home partnerships and increase meaningful family involvement across campus.

Goal 4:

Create and sustain a positive, welcoming, and safe school climate that supports the academic, social-emotional, and physical well-being of students, families, and staff, while fostering strong relationships and a sense of belonging across the school community.

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.

Based on a review of Dashboard and local data, one area needing significant improvement is family engagement in informational and school decision-making meetings. At a school of approximately 341 students, attendance at informational meetings is consistently low. In contrast, participation significantly increases when events are interactive, welcoming, and provide opportunities for families to engage directly with students and celebrate their accomplishments.

Local data indicates that families are more likely to attend events such as Family Lunch and student recognition activities, where they can actively participate with their child and experience school activities firsthand. These events demonstrate strong engagement when the focus is on relationship-building, student celebration, and meaningful interaction between students and their parents/guardians.

To address this gap, the school will continue to expand engagement opportunities that are interactive and strengths-based, while also strengthening communication strategies to increase participation in informational meetings. These efforts are intended to improve overall family involvement and further support the goal of creating and sustaining a positive, welcoming, and safe school climate for students, families, and staff.

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
School Wide Assemblies and Student Performances	Baseline 3 assemblies/performances with an average attendance of 200 Actual 8 school-wide assemblies and performances	Expected: 8 assemblies and performances with an average attendance of 250
Study Trips	Baseline 6 study trips per year Actual 2 study trips per grade level per year (12 total), including at least 1 academic and arts-related field trip per grade level	Expected: 2 study trips per grade level per year (12 total), with increased alignment to academic and arts-focused learning experiences
Family Art and Band Show	Baseline Average attendance: 100 Current Actual attendance: 150	Expected Outcome attendance: 200 at both events
School-wide Family Lunch	Baseline Year/1 Lunches with an average attendance of 250 Actual 2 per year with average attendance of 250	Expected: Two family lunches per year with an average attendance of 300 or higher

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Parent Education Opportunities - Provide refreshments, educational materials and translation for families during Coffee with Principal, parent training and social media post newsletters.	TK - 6th grade students and families	\$3,000	Title I
2	School-Wide Events and Family Engagement – Provide school-wide events and recognition programs designed to strengthen school culture, increase student engagement, and promote a sense of belonging and connectedness among students, families, and staff. Activities may include monthly attendance incentives, Best in Show Academic, Character, Behavior, and Sports Recognition Awards, a year-long Parent Engagement Calendar, Meet the Teacher events, musical and student performances, educational field trips with parent chaperones, family lunches, and classroom activities coordinated by room parents and family volunteers. These opportunities will foster positive relationships, celebrate student success, and encourage meaningful family involvement in the school community.	All TK-6th grade students and families	\$0	

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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 2025-2026 school year, Blanchard implemented a variety of strategies designed to improve student achievement, engagement, family involvement, and school climate. Key activities included the expansion of PBIS (Positive Behavioral Interventions and Supports), targeted small-group instruction, intervention and tutoring programs, attendance and academic incentive programs, family engagement events, and school-wide activities focused on building a positive and inclusive school culture.

As a result of these efforts, the school made measurable progress toward its academic achievement goals. CAASPP results in both English Language Arts and Mathematics demonstrated growth, reflecting the impact of focused instruction, intervention supports, student recognition programs, and increased emphasis on academic achievement. ELPAC data also showed continued progress for English Learners.

Attendance and behavior data produced mixed results. Chronic absenteeism remains a significant concern at 23.5%; however, the school achieved an 8.4% reduction from the previous year. Attendance incentives, family outreach, and recognition programs contributed to this improvement, though additional efforts are needed to address persistent attendance challenges, particularly among identified student groups.

The suspension rate increased to 6.5%, representing a 3% increase from the prior year. In response, the school expanded restorative practices, reflection activities, family communication, and positive behavior supports. While these systems increased opportunities for student accountability and behavior intervention, the data indicates that further refinement is needed to reduce suspensions and strengthen behavior supports.

Overall, the implementation of these strategies contributed to improvements in academic performance, family engagement, and attendance. However, the school recognizes the need to continue strengthening instructional practices, tiered intervention systems, attendance supports, restorative approaches, and family partnerships to ensure sustained growth and improved outcomes for all students.

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

Implementation and Effectiveness

- During the 2025–2026 school year, Blanchard implemented a variety of strategies designed to improve student achievement, engagement, family involvement, and school climate. Key activities included the expansion of PBIS (Positive Behavioral Interventions and Supports), targeted small-group instruction, intervention and tutoring programs, attendance and academic incentive programs, family engagement events, and school-wide activities focused on building a positive and inclusive school culture.
- As a result of these efforts, the school made measurable progress toward its academic achievement goals. CAASPP results in both English Language Arts and Mathematics demonstrated growth, reflecting the impact of focused instruction, intervention supports, student recognition programs, and

increased emphasis on academic achievement. ELPAC data also showed continued progress for English Learners.

Chronic Absenteeism: Attendance and behavior data showed both areas of progress and areas requiring continued attention. Chronic absenteeism remains a significant concern at 23.5%; however, the school achieved an 8.4% reduction from the previous year. Attendance incentives, family outreach efforts, student recognition programs, and increased opportunities for family engagement contributed to this improvement. Despite this progress, additional supports are needed to address chronic absenteeism, tardiness, and attendance challenges among identified student groups.

Suspension Rates: The suspension rate increased to 6.5%, representing a 3% increase from the prior year. In response, the school expanded the use of restorative practices, student reflection activities, structured apology and accountability processes, family communication, and positive behavior supports. The school also increased opportunities for positive reinforcement through PBIS incentives, Best in Show recognition programs, and Principal's Recess activities. While these efforts strengthened student support systems and accountability measures, the data indicates a continued need to refine behavior interventions and preventative supports to reduce suspensions and improve student outcomes.

Positive School Connections: Overall, the implementation of these strategies contributed to improvements in academic achievement, family engagement, school connectedness, and attendance. Moving forward, the school will continue to strengthen attendance interventions, restorative practices, family partnerships, and positive behavior supports while maintaining a focus on recognizing student strengths and accomplishments. These efforts will support sustained growth and help create a positive, welcoming, and safe school climate for all students, families, and staff.

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 SPSA Plan for 2026-27

As a result of this analysis, the following refinements will be made to meet the articulated goals, annual outcomes, and strategies:

1. **Expand targeted academic intervention services** by increasing support for students in grades 1 and 3, continuing before- and after-school tutoring programs, and utilizing data to identify students in need of additional academic assistance in ELA and Mathematics.
2. **Maintain and strengthen academic incentive programs** that contributed to CAASPP growth in ELA and Mathematics, including student recognition, attendance incentives, and celebrations that promote academic achievement and engagement.
3. **Increase efforts to reduce chronic absenteeism and tardiness** through enhanced attendance monitoring, family outreach, attendance recognition programs, and targeted interventions for students and student groups demonstrating attendance concerns.
4. **Strengthen PBIS implementation** by continuing schoolwide incentives that recognize attendance, behavior, character, academics, and sportsmanship through programs such as Best in Show awards, Principal's Recess, and other positive reinforcement activities.
5. **Expand restorative practices and behavioral supports** to reduce suspension rates through increased use of restorative conversations, reflection activities, structured accountability processes, family communication, and preventative behavior interventions.
6. **Enhance family engagement and communication systems** through the implementation of classroom parent liaisons, expanded volunteer opportunities, and a Parent Engagement Calendar that promotes meaningful family participation throughout the school year.
7. **Improve school-to-home communication** by introducing a principal-led weekly video newsletter, increasing outreach efforts, and providing families with timely information regarding school events, programs, and student achievements.

8. **Increase opportunities for family involvement on campus** by expanding successful activities such as Family Lunches, student recognition ceremonies, school performances, field trips, classroom events, and volunteer opportunities that strengthen school connectedness.
9. **Continue to expand arts-integrated learning opportunities** through partnerships with community organizations, visual and performing arts instruction, arts-related field trips, student performances, and enrichment activities aligned with the school's academy focus.
10. **Increase standards-based educational study trips** that extend classroom learning, provide real-world experiences, and support both academic achievement and the school's visual and performing arts focus.
11. **Continue providing schoolwide assemblies and educational programs** that support academic standards, social-emotional learning, positive school culture, and student engagement.
12. **Leverage district resources to support English Learners** by utilizing the district ELD TOSA for instructional support and professional learning, allowing site funds to be redirected toward direct student services and intervention supports.
13. **Strengthen collaboration between families, support providers, and school staff** to create a more coordinated approach to supporting student attendance, behavior, academic achievement, and social-emotional well-being.
14. **Maintain a focus on creating a positive, welcoming, and safe school climate** by expanding recognition programs, family engagement opportunities, student leadership experiences, and activities that promote a strong sense of belonging for students, families, and staff.
15. **Monitor and evaluate the effectiveness of all interventions and engagement strategies** through ongoing review of attendance, behavior, academic, and family engagement data to ensure continuous improvement and alignment with SPSA goals.

These changes are reflected in the **2026-27 SPSA 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	\$47,462.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,000.00

Overall total of funds included for this school: **\$62,462.00**

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 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$47,462.00

Subtotal of additional federal funds included for this school: **\$47,462.00**

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 (\$)
LCA 2026-2027 Allocation	\$15,000.00

Subtotal of state or local funds included for this school: **\$15,000.00**

Total of federal, state, and/or local funds for this school: **\$62,462.00**

Title I Allocations – 2026-27

2022-2023 Title 1 Budget Name of School: _____

		Resource	Title I	Remarks
		Allocation: 25-26	\$47,462.00	
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes		
1103	1000	Tchr. Extra Duty	\$7,170	Strategy 1.1
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	1,600	Strategy 1.1 (1600)
4200	1000	Other Books- students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	4,000	Strategy 3.2
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.	3,000	Strategy 4.1
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds	2,000	
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 (20,000)
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst		
5850	1000	Study Trips	1,692	Strategy 3.3 (1692)
5860	1000	Transportation	8,000	Strategy 3.4 (8,000)
Total Spent			47,462	
Available Balance			0.00	

SSC Chair Signat Paige Miller, Vice President *Paige Miller*

7/10/26

Principal Signat Bianca Lopez

Bianca Lopez

7/10/26

References

2024-25 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	40	39	39	2.56%	17.95%	28.21%	51.28%
Male	15	15	15	0.00%	13.33%	26.67%	60.00%
Female	25	24	24	4.17%	20.83%	29.17%	45.83%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	39	38	38	2.63%	18.42%	28.95%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	31	30	30	3.33%	10.00%	23.33%	63.33%
English Learners	11	11	11	0.00%	9.09%	0.00%	90.90%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2024-25						
	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	40	39	39	0.00%	23.08%	17.95%	58.97%
Male	15	15	15	0.00%	26.67%	20.00%	53.33%
Female	25	24	24	0.00%	20.83%	16.67%	62.50%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	39	38	38	0.00%	23.68%	15.79%	60.53%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	31	30	30	0.00%	20.00%	16.67%	63.33%
English Learners	11	11	11	0.00%	0.00%	9.09%	90.91%
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

2024-25 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	55	55	55	5.45%	10.91%	21.82%	61.82%
Male	30	30	30	10.00%	6.67%	16.67%	66.67%
Female	25	25	25	0.00%	1+%	28.00%	56.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	52	52	5.77%	11.54%	19.23%	63.46%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	43	43	43	2.33%	11.63%	18.60%	67.44%
English Learners	16	16	16	6.25%	0.00%	18.75%	75.00%
Students with Disabilities	18	18	18	0.00%	0.00%	11.11%	88.89%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2024-25						
	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	55	55	55	0.00%	14.55%	36.36%	49.09%
Male	30	30	30	0.00%	16.67%	40.00%	43.33%
Female	25	25	25	0.00%	12.00%	32.00%	56.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	52	52	0.00%	15.38%	34.62%	50.00%
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	43	43	43	0.00%	11.63%	34.88%	53.49%
English Learners	16	16	16	0.00%	6.25%	43.75%	50.00%
Students with Disabilities	18	18	18	0.00%	0.00%	16.67%	83.33%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

2024-25 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	42	42	42	4.76%	19.05%	21.43%	54.76%
Male	22	22	22	9.09%	18.18%	22.73%	50.00%
Female	20	20	20	0.00%	20.00%	20.00%	60.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	41	41	41	4.88%	19.51%	21.95%	53.66%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	38	38	38	5.26%	21.05%	21.05%	52.63%
English Learners	15	15	15	0.00%	0.00%	26.67%	73.33%
Students with Disabilities	12	12	12	0.00%	0.00%	8.33%	91.67%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	6	6	*	*	*	*

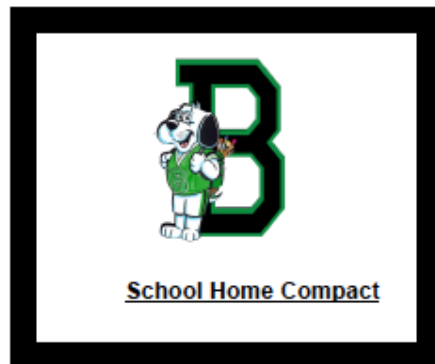
	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	42	42	42	11.90%	7.14%	14.29%	66.67%
Male	22	22	22	22.73%	9.09%	9.09%	59.09%
Female	20	20	20	0.00%	5.00%	20.00%	75.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	41	41	41	12.20%	7.32%	14.63%	65.85%
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	38	38	38	13.16%	7.89%	13.16%	65.79%
English Learners	15	15	15	0.00%	0.00%	20.00%	80.00%
Students with Disabilities	12	12	12	0.00%	0.00%	0.00%	100.00%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	6	6	*	*	*	*

2024-25 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	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	38	38	38	7.89%	26.32%	34.21%	31.58%
Male	26	26	26	0.00%	26.92%	34.62%	38.46%
Female	12	12	12	25.00%	25.00%	33.33%	16.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	37	37	37	8.11%	24.32%	35.14%	32.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	33	33	33	6.06%	24.24%	33.33%	36.36%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2024-25						
	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	38	38	38	2.63%	15.79%	18.42%	63.16%
Male	26	26	26	0.00%	15.38%	11.54%	73.08%
Female	12	12	12	8.33%	16.67%	33.33%	41.67%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	37	37	37	2.70%	13.51%	18.92%	64.86%
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	33	33	3.03%	15.15%	12.12%	69.70%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

School-Parent/Home Compact



Parent/Guardian Pledge

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

- See that my child arrives at school on time every day with adequate sleep, good nutrition and clean appropriate clothing.
- Encourage my child to complete and return all homework
- Review all school communications and notes promptly and maintain communications with teacher and school
- Attend back-to-school functions and parent teacher conferences.
- Encourage my child to engage in reading activities at home.
- Encourage my child to follow school and classroom rules.
- When possible, volunteer in the classroom or field trips.
- Through my example, encourage my child to be safe, responsible, respectful, and kind.

Parent Date

Principal Pledge

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

- Involve parents in planning, reviewing, and improving school policies and programs through our School Site Council, our ELAC group and parent meetings.
- Encouraging an atmosphere that provides positive communication between the teacher, parent, students and support staff.
- Providing a clean, safe, secure environment.
- Allowing and fostering professional growth and change through staff experimentation and creativity.
- Through my example, teach my students to be safe, responsible, respectful, and kind.

Principal Signature

Date

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

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

III. Building Capacity for Involvement

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

- a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, Reclassification, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))
 - Presentations at parent meetings- ELAC, SSC and Coffee with the Principal meetings
 - Family Nights focused on Literacy, Math, 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 2026-27 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.

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

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 2026-2027 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
ACADEMY OF VISUAL ARTS

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
Mrs. Anna Villicana-Arroyo, Clerk
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Mr. Michael Kumazawa, Member

District Administration

Mr. Jeffrey Weinstein
Superintendent

Dr. Georgina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Ms. Lori Toms
Chief Business Officer

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- Principal's Message
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- Parent Involvement
- Student Achievement
- School Facilities & Safety
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- SARC Data & Internet Access
- District Expenditures

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

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%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
October 28, 2025				
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			
<i>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.</i>				

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	
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
Grade	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
• Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training	
2024-25	2 days
• CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment	
2025-26	2 days
• 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 (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 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.

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%

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

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)

- 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

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.

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.

Updated & Approved 6/23/25

- 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.

Section 2: 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.

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