

Santa Paula Unified School District

School Plan for Student Achievement



Grace Thille Elementary School

56 76828 6055586

Contact Information:

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Revised June 2023

Fiscal Year 2023-2024

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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 _____.

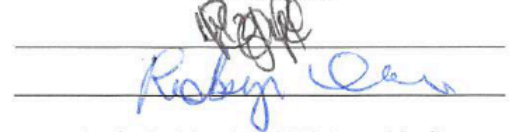
Recommendations and Assurances

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



- 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: 5-22-23.

Attested: Wendy Maxwell
Wendy Maxwell, Principal
Jan M. Gido
SSC Chairperson

5-22-23
Date
5-25-23
Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other Staff Member	Parent or Community Member	Student
Wendy Maxwell	X				
Robyn Davis		X			
Annette Ramirez-Shea		X			
Gerry Saucedo		X			
Carolina Hernandez			X		
Navelli Camacho				X	
Elvia Garcia				X	
Joe Guadian				X	
Juan Ojeda				X	
Maribel Rodriguez				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
Mary Doane	X				
Yadira Ocampo				X	
Rosaura Garcia				X	
Joanna Ruiz				X	
Juan Ojeda				X	
Number of members in each category	1			4	

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

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

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

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

Santa Paula Unified School District

LCAP Summary 2022-2023



Vision Statement: Committed to Serving Every Student Every Day

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

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

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

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

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

Goal 3:
Increase graduation rates and reduce suspensions and expulsions

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

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

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

Revised 7/26/22

School Information

School Profile

Grace S. Thille Elementary School is located in the city of Santa Paula and serves students in kindergarten through grade five and is one of six elementary schools in the district. In the 2022-23 school year, 335 students were enrolled, including 52.5% qualifying for English Language Learner support, 84.5% qualifying for free or reduced price lunch, 14.3% special education, 0.6% migrant, and 6.6% homeless youth.

Textbooks

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

- **Language Arts:** Wonders ELA is used daily during the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the iO Assessment system. Targeted students receive intervention instruction from classroom teachers in small groups during Universal Access. Students with greater needs receive instruction through a pull-out program with Reading Intervention Specialists. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- **English Language Development:** Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Grace Thille utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction during Designated 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. Newcomers receive Newcomer ELD services for 30 – 45 minutes daily.
- **Mathematics:** Grace S. Thille uses Math Expressions by Houghton Mifflin Harcourt daily in every classroom during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers in before or after school intervention programs. Intervention groups receive instruction from a variety of supplemental materials.
- **History/Social Studies:** For the 2022-23 school year, Grace Thille will use the Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.
- **Science:** Grace Thille uses the Delta FOSS Science Program, the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.

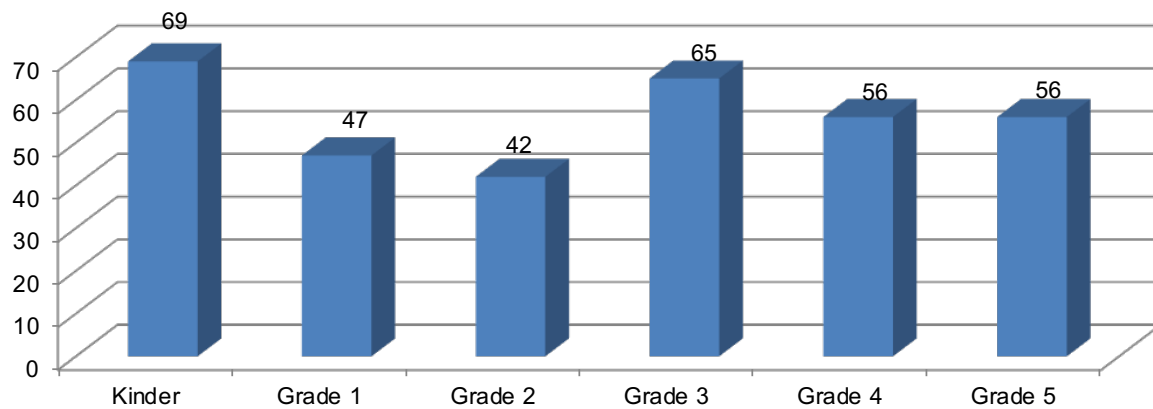
Due to the school closures in March of 2020 and the ongoing pandemic, the District did not pilot and adopt a new Science Curriculum for grades K-5. The District is currently using FOSS for Science. For the 2021-22 and 2022-23 school years, the District purchased Freckle and Renaissance Learning as supplemental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

School Mission

The mission of Grace S. Thille School is to empower students with skills that will support them as they make choices directly affecting their lives: through high expectations, a strong integrated standards-based curriculum, and implementation of programs that address the needs of the whole child assuring student success now and in the future. We encourage students to value and pursue their current and future educational goals.

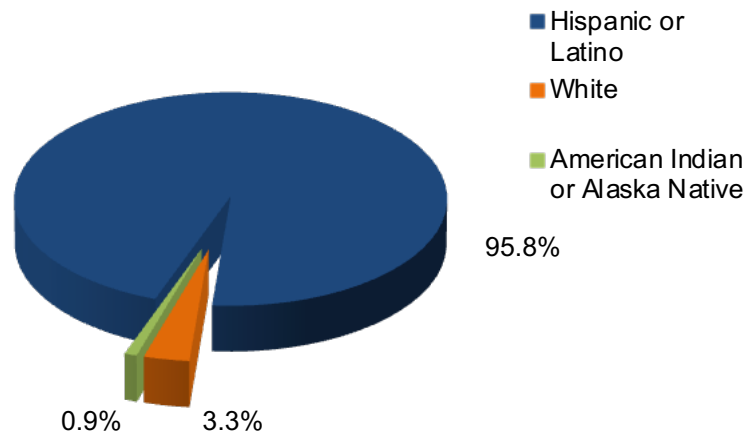
Student Enrollment by Grade

Source: Data Quest 2022-23



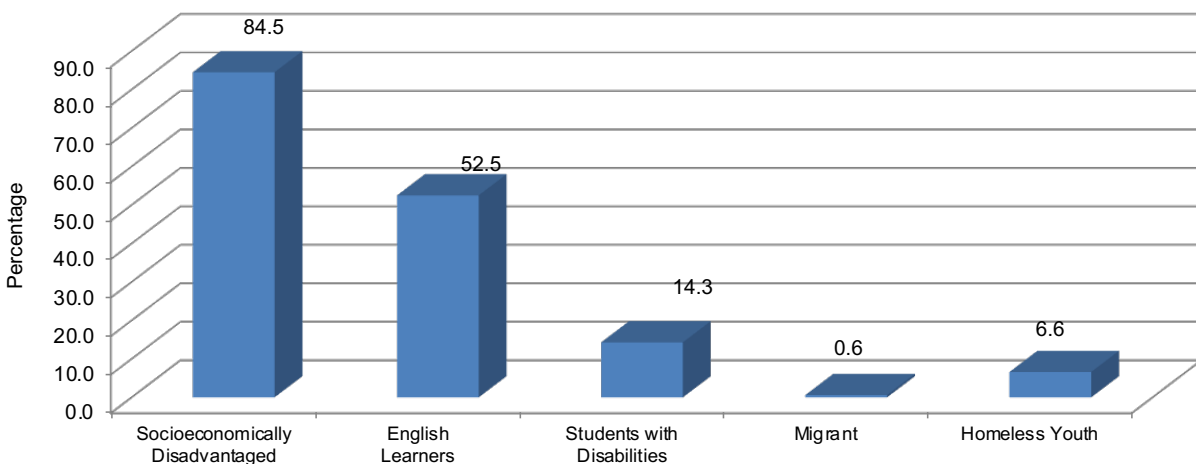
Student Enrollment by Ethnicity

Source: Data Quest 2022-23



Student Enrollment by Subgroup

Data Source: Data Quest 2022-23



Comprehensive Needs Assessment

Grace S. Thille 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 state academic content 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:

- ✓ Parent Survey
- ✓ California Healthy Kids Survey
- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - CAASPP Reports
 - District Assessments (io Assessment Reports)
 - Staff, Student & Parent Surveys
 - Teacher Feedback
 - STAR Early Literacy, STAR Reading & STAR Math Assessments

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

Violence Prevention, Bully Prevention, and Student Safety

Grace S. Thille 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 2023-24 school year, Grace S. Thille Elementary School plans to provide the following programs for its students (and parents as applicable):

- Small group conflict resolution and friendship group led by the site counselor works to mediate conflicts that arise at the school site.
- Class lessons about bullying prevention presented by the school counselor.
- Logrando Bienestar – Outreach program designed to help the Latino community understand the importance of mental and emotional help, and to help people needing assistance gain access to the services the County has available for them provided by the Ventura County Behavioral Health Department.
- Restorative Justice class meetings and mediation of social conflicts helps students take responsibility for actions and mend relationships.
- Character trait and/or anti-bullying assemblies will help foster positive behavior, inclusivity and respect for all.

- Trained student Peace Mediators assist students with conflict resolution on the playground at recess.
- 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 (a collaboration project between the district office and the school site)
- Guiding Angels mentor program to promote school connectedness
- A focus on the Character Trait of the Month during class meetings and discussions, as well as Character Trait of the Month recognition of students who demonstrate those character traits

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 \(SSFOP\)](#). Grace S. Thille 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.
- **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.
- **Fresh Fruit & Vegetable Program** – Fresh fruits and/or vegetables are available to students every Thursday afternoon.

Extended Learning Programs

Grace S. Thille Elementary offers the following extended learning programs:

- **Research-based accelerated intervention programs**
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – program held daily from 2:16 to 6:00 p.m. which includes activities such as reading, computers, creative writing, math, homework tutorial help, sports, arts and crafts, self-esteem building activities, drug abuse awareness activities, games and recreation.
- **Tier 1, 2 & 3 Intervention for ELA**
- **Tier 1 & Tier 2 Intervention for Math**
- **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.
- **Yearbook Club**
- **Academic Ambassadors' Club**
- **Accelerated Reader**
- **Migrant Saturday School (District program)**

School Plan for Student Achievement

School Name	County-District-School CDS Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grace Thille School	567682860555586	5/23/2023	

Purpose and Description

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

Grace Thille School's Schoolwide Title I Program aims to continue increasing student achievement in all curricular areas for all students, including students of low socio-economic status, English Learners, culturally diverse students, homeless and foster youth, and students with disabilities. Increasing student engagement, strengthening parent involvement and developing a positive and safe school culture are also priorities addressed in this plan.

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

Grace Thille School's Plan meets the ESSA requirements of aligning with the Santa Paula Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan support the 6 LCAP goals of increasing academic achievement in ELA and Math, increasing student engagement and parent participation through enrichment, decreasing incidences of suspension, creating a welcoming and efficient school climate for students, parents and staff, increasing EL achievement, and increasing achievement and providing additional supports for students with disabilities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Grace Thille ILT Team	5/1/23
Grace Thille School Site Council	4/24/23, 5/8/23, 5/15/23, 5/22/23
Grace Thille ELAC Committee	4/21/23
Grace Thille School Staff	5/15/23

Resource Inequities

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

At Grace Thille, our students have been impacted dramatically by COVID. The students who participated in CAASPP testing this past year experienced many inequities such as limited access to high quality intervention, access to internet, and access to a comprehensive ELD program which consists of Integrated ELD and Designated ELD. Even Though we have returned to in person learning many of our students are not attending consistently. Currently we have a Chronic Absenteeism rate of 37%. Additionally, we continue to have critical vacant positions as well as staff absenteeism. Our school has 92% of students who fall under socioeconomically disadvantaged category and we have 56% English learners. Currently our students with disabilities are scoring very low and our English learners, Hispanic, and Socioeconomically disadvantaged students are scoring low in ELA and Math. Our goal is to mitigate their academic needs as well as their social emotional needs to ensure that all our students make academic gains.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase academic achievement at all grade levels in ELA and Math and Implement the California State Standards in all core subjects.

Identified Need:

During the 2022-2023 school year we placed a focus on all students to work to close the achievement gap created during the pandemic through high quality Tier One instruction and beginning implementation of Core literacy strategies, the PCC3 Math, and Cognitively Guided Instruction. We are using CAASPP data from 21-22 that was administered after not administering for two years due to Covid. District wide assessments will begin during the 2023-2024 school year.

Annual Measurable Outcomes:

Metric /Indicator	Baseline/Actual Outcome							Expected Outcome
CAASPP English Language Arts 2021-22	Student Group	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Total Proficient 2021-22	Total Proficient 2018-19	Expected outcome for all grade levels is a minimum of a 10% increase in students who Met or Exceeded Standards.
	Overall	31%	25%	21%	23%	43%	55%	
	EL	48%	32%	14%	7%	21%	31%	
	SED	3%	25%	19%	22%	41%	54%	
	SWD	65%	13%	16%	6%	23%	10%	
	Hispanic /Latino	31%	26%	21%	23%	44%	55%	
CAASPP Mathematics 2021-22	Student Group	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard	Total Proficient 2021-22	Total Proficient 2018-19	Expected outcome for all grade levels is a minimum of a 10% increase in students who Met or Exceeded Standards.
	Overall	43%	31%	20%	6%	26%	45%	
	EL	54%	32%	13%	1%	14%	25%	
	SED	44%	30%	19%	6%	25%	45%	
	SWD	74%	19%	6%	0%	6%	3%	
	Hispanic /Latino	43%	31%	20%	6%	26%	46%	
Literably 2022-23 Spring	Grade	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Meet Expectations	Expected outcome for all grade levels is a minimum of a 10% increase in students At/Above Grade Level and At Grade Level.		
	Kinder	25%	9%	66%	0%			
	1st Grade	60%	6%	13%	21%			
	2 nd Grade	32%	19%	19%	29%			
	3 rd Grade	40%	19%	9%	32%			
	4 th Grade	46%	12%	5%	36%			
	5 th Grade	54%	11%	4%	32%			
STAR Reading (2nd - 5th)	Grade	At/Above Grade Level	On Watch	Need Intervention	Need Urgent Intervention	Expected outcome for all grade levels is a minimum of a 10% increase in students At/Above Grade Level and At Grade Level.		
	2 nd Grade	13%	53%	13%	21%			
	3 rd Grade	18%	44%	14%	24%			
	4 th Grade	22%	28%	18%	32%			
	5 th Grade	16%	27%	23%	34%			
STAR Math (2nd - 5th)	Grade	At/Above Grade Level	On Watch	Need Intervention	Need Urgent Intervention	Expected outcome for all grade levels is a minimum of a 10% increase in students		
	2 nd Grade	13%	57%	13%	17%			
	3 rd Grade	13%	57%	11%	19%			

	4 th Grade	7%	40%	20%	33%	At/Above Grade Level and At Grade Level.
	5 th Grade	11%	50%	15%	24%	
ELPAC						
	Grade	Level 1	Level 2	Level 3	Level 4	
	K	9%	31%	51%	9%	
	1st	11%	39%	46%	4%	
	2nd	0%	16%	78%	6%	
	3rd	9%	14%	41%	37%	
	4th	0%	22%	41%	37%	
	5th	4%	13%	44%	39%	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students identified through grade level Data meetings or SST processes who are in most need of intervention.
(Intensive/Need Urgent Intervention and Strategic/Need Intervention students).

Strategy/Activity

All teachers to meet during collaboration to conduct data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 Data Chats	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified through grade level Data meetings or SST processes who are in most need of intervention.
(Intensive/Need Urgent Intervention and Strategic/Need Intervention students).

Strategy/Activity

Intervention programs and materials for use in intervention offered during the school day and in after school intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 for Intervention, such as Dreambox, Lexia, IXL \$3,000 (including fringes) Teachers for Intervention	Title I

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

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

Kindergarten students.

Strategy/Activity

Kindergarten students will receive added adult support from instructional aides during the first four weeks of the school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,719 (salary and fringe benefits)	Title I

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

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

First grade students.

Strategy/Activity

1st grade students will utilize technology (Chromebooks) to support learning and accelerate academic achievement in English Language Arts and Math Supplemental intervention programs including but not limited to Dreambox, Lexia, and Seesaw will provide additional leveled academic support with use of individual computers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,763	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

After School Intervention was not fully implemented in all grade levels due to lack of staffing. 2nd and 4th grade held sessions consistently. All grade levels participated in Data team meetings during collaboration time to analyze data and identify students for intervention; total 140 students. All grade levels participated in data chats during collaboration time on Mondays as well as extra duty time. Supplemental materials such as IXL, Lexia, and Math Dreambox were purchased to support intervention. Professional development took place during our PD Mondays. Intervention books and Avid supplies were purchased. Subs were not available for 1:1 assessment or professional development with the school day. Classroom differentiated library books were partially purchased. SEL and multicultural books were purchased for the library. Onsite assemblies were provided to all grade levels and at least one field trip with the majority participating in two. Permanent soccer goals were purchased to use for PE and an after school Sports Club to allow for students to be healthy and active to support their learning and overall achievement. Overall the actions implemented were effective in meeting the goal of a 10% increase.

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

There was a lack of substitutes which limited the ability to release teachers for 1:1 assessment and to hold consistent SST meetings. Professional development was also not able to take place. Our Avid program continued in 3rd - 5th grade classes of teachers that have been trained as well as with our counselor.

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.

Goals #5 and #6 from the 2022-23 SPSA are now incorporated into Goal #1 for the 2023-24 SPSA as all three goals from 2022-23 are focused on academic achievement of students.

Goal 2:

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities.

Identified Need:

In order to continue a supportive school culture, parents need the opportunity to learn about current educational practices and strategies in order to support their children. Students need opportunities for enrichment both within and outside of the school.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome Need to update
Parent Education/Training Opportunities	9	20
ELAC Meeting attendance	11	20
AVID Parent Meetings	32	40-50
Coffee with the Principal	12	20
Parent Newsletters/Announcements	Weekly Sunday Message	Weekly Sunday Message
School Clubs	20	25

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

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

All students.

Strategy/Activity

Parent Institute for Quality Education (PIQE) will be offered. All topics will be aimed at training parents to support students in various academic activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,002.64 for parent trainings, CAFE Conference	Title I & Title I Parent Involvement

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

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

All students.

Strategy/Activity

PE and recess enrichment opportunities will be provided to allow more choice for students during recess time to support student engagement. This will support the overall social and emotional and physical well being to allow for student academic success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000 for sports equipment	Title I

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

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

All students.

Strategy/Activity

Onsite assemblies and education programs aimed at increasing student engagement, character traits, anti-bullying, and increasing academic achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000 Assemblies	Title I

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

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

All students.

Strategy/Activity

StudyTrips aimed at improving academic achievement and supporting students on their pathway for college and career readiness.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$15,700 for study trips (entrance fees & transportation)	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

Parent education opportunities were held this school year. Presentations that were effective, included nutrition education, mental health awareness and strategies, and pathways to junior college. One parent attended the CAFE conference in person. All classrooms participated in walking and in person field trips. Play equipment was purchased for outdoor enrichment. Anti Bullying, Eco Friendly awareness. Assemblies were held as well as a guest author visit for Authors' Fair, a Math hands on workshop during the school day and a Family Math Festival followed in the evening. Family Math Festival exposed students and their families to critical mathematics topics in a positive, hands-on, festival-like atmosphere. Students of all ages and their parents will work side-by-side doing challenging math problems using everything from beans to balances. Each activity was challenging, fun, and a great example of what the Common Core Standards are all about.

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

Play equipment will be implemented next school year.

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

School connectedness and school engagement are critical for student success. When students feel safe, accepted, and valued, supported, and cared for at school. This allows for an environment of learning. Providing ongoing social/emotional/behavioral support for students is a key component of Grace Thille's culture.

Goal 3:

Increase graduation rates and reduce suspensions and expulsions.

Identified Need:

School connectedness and school engagement are critical for student success. When students feel safe, accepted, and valued, supported, and cared for at school. This allows for an environment of learning. Providing ongoing social/emotional/behavioral support for students is a key component of Grace Thille's culture.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Quest	2022 Chronically Absent 37%	2023-2024 Chronically Absent 20%
Data Quest	2022-23 Rates: Suspension @ 0% Expulsion @ 0% Enrollment	2023-24 Rates: Suspension @ 0% Expulsion @ 0% Enrollment

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

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

Students who participate in counseling services.

Strategy/Activity

The school counselor utilizes materials in his therapy sessions such as art materials, therapy putty, books on certain topics, and other counseling tools to help students with the counseling process.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 supplies	Title I

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

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

All students.

Strategy/Activity

Students will be provided with awards and incentives for positive growth to increase student achievement. Awards may be in the form of medals for CAASPP and Reclassification of English Learners, Character Trait of the Month certificates, semester awards, positive office referral incentives, perfect attendance certificates, AVID t-shirts and certificates, and Honor Roll ribbons and pins.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 Awards and Incentives	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

Student awards and incentives were purchased and distributed throughout the school year. This positively influenced student academic and achievement and behavior. Our office behavior referrals decreased and our students performance and growth on their school-wide assessments improved. Students were recognized by their teachers or any staff member on campus for performing positive actions. The students parents were called with the positive message as well as the student being recognized on the Monday morning Google Meeting. The counselor was also able to provide an opportunity for 4th and 5th grade to participate in Academic Ambassadors' Club and recess peace mediators. We also held our yearly CAASPP recognition assembly of a certificate and pencil recognizing students that met and exceeded standards to kick off our current year testing.

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

N/A

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

No changes will be made at this time.

Goal 4:

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

Identified Need:

In order to keep children in school, we need to create an environment where students feel safe and cared for by staff. School needs to be a positive, accepting and inclusive place where all individuals feel safe, respected and welcomed. A strong sense of community and school pride generates a feeling of belonging for students and positively affects their attendance, academic progress, and social/emotional well being. Parents also need to feel included and welcomed at the school. Parents need to know that staff is there to support their child and the family as a whole. This positive, accepting, inclusive, and nurturing environment is at the forefront of all we do.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey	<p>2022-23 to be Baseline Year</p> <p>Have you received kind courteous service from the Grace Thille office staff? 100%</p> <p>When you have called or visited the office or health office was there someone able to speak with you in a reasonable amount of time? 99%</p> <p>Do you receive information regularly about your child's progress? 99%</p> <p>Do you feel comfortable approaching your child's teacher to ask questions or express concerns? 99%</p> <p>Are you informed about school meetings? 100%</p> <p>Are you comfortable approaching the principal to ask questions or express concerns about the school? 98%</p> <p>Do you feel the campus is safe and secure when your child is at school? 96%</p> <p>Does your child enjoy coming to school? 99%</p>	<p>23-24 Annual Parent Survey Average of 98% in all areas</p>

	<p>Are you aware of the School Site Council and its role in the school organization? 85%</p> <p>Are you interested in attending a parent training to learn about specific academic standards and expectations for your child's grade level? 93%</p>	
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Positive Social/Emotional supports for students, including Character Trait, Mantra, and At Grace Thille we statement of the Month, Peace Mediators, Academic Ambassadors, Guiding Angels Program, Thille Mart, the student store will be open for student purchases of prizes with their Thille tickets that they earn from making good choices that align to student achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	Title I

Annual Review:

SPSA Year Reviewed: 2022-2023

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

ANALYSIS:

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

Positive Social/Emotional supports including Character of the Month, Mantra, and At Grace Thille we...., Positive Office Referrals, Peace Mediators, Academic Ambassadors, Thille Mart, the student store was open for students to purchase prizes with their Thille tickets they earned for making good choices. Positive reinforcement of following our ROAR behavior expectations while on campus was provided by all staff members on campus. Our counselor and principal has been actively involved in using a restorative justice practice when conflict arises on campus. Students have been able to communicate their feelings and come to a resolution on a more consistent basis.

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

N/A

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

No changes will be made at this time.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Grace S. Thille Elementary School to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2022-23 Carryover	\$0.00
Title I 2023-24 Allocation (includes \$1,002.64 parent involvement)	\$58,684.64

Subtotal of additional federal funds included for this school: **\$58,684.64**

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

State or Local Programs	Allocation (\$)
None	N/A

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

Total of federal, state, and/or local funds for this school: **\$54,684.64**

Title I Allocations – 2023-24

2023-2024 Title 1 Budget
Grace Thille School

sd		Resource	Title I	Remarks
		Allocation: 23-24	58,685	
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	\$1,000.00	Data Chats
1103	1000	Tchr. Extra Duty	\$3,000.00	After School Intervention teachers – check interest now
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	\$3,990.00	Two Kindergarten instructional assistant extra hours for the first month of school
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	1,729.00	Two Kindergarten instructional assistants(\$808), After School intervention (\$921), Substitutes
4200	1000	Other Books- students		
4200	3110	Other Books - counselor	\$500	Therapy supplies (Social Emotional Learning Lessons)
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$7,000	Avid supplies, Awards and Incentives, Student Store, PE Equipment
4300	2420	Supplies - Library		
4300	2495	Supplies – Parent Inv.		
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment	\$4,763.00	Chromebooks for 1st grade classes
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		
5620	2700	Serv. Agrmt.		

2023-2024 Title 1 Budget
Grace Thille School

5800	1000	Prof. Serv. Inst	\$21,002.64	Computer Intervention Programs - \$10,000, Assemblies \$8000 Parent Pique Training \$3,002.64
5850	1000	Study Trips - entrance fees	\$4,500	
5860	1000	Transportation	\$11,200	
		Total Spent	58,684.64	
		Available to Spend	0	

SSC Chair Signature:

Principal Signature: *Wendy Maxwell*Date: *5-31-23*Date: *5-25-23*

References

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

	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	53	53	53	15.09%	15.09%	32.08%	37.74%
Male	28	28	28	17.86%	14.29%	28.57%	39.29%
Female	25	25	25	12.00%	16.00%	36.00%	36.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	53	53	53	15.09%	15.09%	32.08%	37.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	9	9	9	*	*	*	*
English Learners	22	22	22	9.00%	8,98%	31,72%	58,98%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	53	53	53	5.66%	18.87%	28.30%	47.17%
Male	28	28	28	10.71%	28.57%	21.43%	39.29%
Female	25	25	25	0.00%	8.00%	36.00%	56.00%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	53	53	53	5.66%	18.87%	28.30%	47.17%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races							
Socioeconomically Disadvantaged	47	47	47	6.38%	17.02%	27.66%	48.94%
English Learners	22	22	22	0.00%	9.09%	31.82%	59.09%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

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

	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	53	53	53	35.85%	11.32%	18.87%	33.96%
Male	26	26	26	19.23%	19.23%	19.23%	42.31%
Female	27	27	27	51.85%	3.70%	18.52%	25.93%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	52	52	36.54%	11.54%	19.23%	32.69%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	9	9	9	*	*	*	*
English Learners	27	27	27	14.81%	14.81%	18.52%	51.85%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	7	7	7	*	*	*	*

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	53	53	53	5.66%	24.53%	30.19%	39.62%
Male	26	26	26	11.54%	15.38%	23.08%	50.00%
Female	27	27	27	0.00%	33.33%	37.04%	29.63%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	52	52	5.77%	25.00%	30.77%	38.46%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	53	53	53	5.66%	24.53%	30.19%	39.62%
English Learners	27	27	27	3.70%	18.52%	25.93%	51.85%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	7	7	7	*	*	*	*

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

	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	54	53	53	16.98%	35.85%	24.53%	22.64%
Male	27	26	26	23.08%	26.92%	23.08%	26.92%
Female	27	27	27	11.11%	44.44%	25.93%	18.52%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	51	51	17.65%	35.29%	25.49%	21.57%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	13	13	13	15.38%	38.46%	15.38%	30.77%
English Learners	23	22	22	4.55%	18.18%	50.00%	27.27%
Students with Disabilities	13	13	13	15.38%	38.46%	15.38%	30.77%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
Grade 5							
All Students Tested	54	54	54	7.41%	16.67%	33.33%	42.59%
Male	27	27	27	11.11%	11.11%	37.04%	40.74%
Female	27	27	27	3.70%	22.22%	29.63%	44.44%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	52	52	52	5.77%	17.31%	34.62%	42.31%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races							
Socioeconomically Disadvantaged	51	51	51	5.88%	15.69%	33.33%	45.10%
English Learners	23	23	23	0.00%	8.70%	43.48%	47.83%
Students with Disabilities	13	13	13	0.00%	0.00%	30.77%	69.23%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

School-Parent/Home Compact

**Grace Thille School
Home and School Compact
2023 – 2024****Student name:** _____ **Grade:** _____

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles that we, as partners, can carry out to support student success in school and in life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high quality instruction using the district-adopted curriculum as the primary source of instruction.
- Strive to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-2 and 60 minutes for grades 3-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Respect the school, students, staff and families.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and help each student achieve the goals within our Single Plan for Student Achievement (SPSA).
- Promote positive character traits and a Growth Mindset.

Staff Signature: _____**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time, ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it, understand that making mistakes is part of learning, and persevere in my learning tasks.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit activities that interfere with studying and/or reading every day after school.
- Respect the school, classmates, staff and families.
- Wear my school uniform to school daily.
- Use technology responsibly.

Student Signature: _____

Family/Parent Pledge:

I/We agree to carry out the following responsibilities to the best of my/our ability:

- Provide a quiet time and place for homework, monitoring activities that might interfere.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate in school activities, such as school volunteering, attending parent/teacher conferences, and attending performances.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, parents, students and families.
- Send my child to school in uniform daily.

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

Family Engagement Policy

**Grace Thille School
Parent and Family Engagement Policy
2023 – 2024**

Grace Thille School has developed a written Title I Parent and Family Engagement Policy with input from Title I parents, family members and guardians. Grace Thille School invites parents to provide input during parent committees such as SSC and ELAC, during parent conferences or SST/IEP 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 Grace Thille 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))
 - *Communicate with parents our classroom policies and procedures and invite parent classroom helpers at Back-to-School Night at the beginning of the school year.*
 - *Invite parents to discuss school concerns when on campus for SSC, SST/IEPs, ELAC, Coffees with the Principal, Parent Trainings, and when concerns arise.*
 - *All parent meetings will have Spanish translations of materials available 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) at least three times a year to establish communication and English Language Learner Plan. Childcare and interpreting are available at each meeting.*
 - *Invite parents to PTO meetings at least three times a year for the purpose of parental involvement and input.*
 - *At least two Family Nights with the focus on Reading and Math will be advertised and parents will be invited to participate in activities with their children in the classroom.*
 - *Kindergarten Orientation or Parent Training will inform parents of the kindergarten program, address parent questions, and invite parent classroom help.*
- 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 school wide program plan. (20 USC 6318(c)(3))
 - *We will revise our School Parental Involvement Policy annually with input from SSC, ELAC and parents who attend Coffees with the Principal.*
 - *A survey will be sent home to every family in English and Spanish soliciting their input and suggestions for school improvement.*

d. The school provides parents of participating students with the following:

1. Timely information about the Title I program. (20 USC 6318(c)(4)(A))
 - *Annual Title I meeting.*
 - *Parent Committee meetings such as ELAC, SSC, and PTO.*
 - *School Accountability Report Card*
 - *Coffee with the Principal meetings quarterly.*
2. An explanation of the curriculum in use at the school, the assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318(c)(4)(B))
 - *Coffee with the Principal meetings*
 - *Parent Teacher Conferences/Meetings*
 - *IEP or SST 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

Grace Thille School distributes to parents and family members of Title I 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 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 I 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

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

- a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, Reclassification, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))
 - *Presentations at parent meetings- ELAC, SSC and Coffee with the Principal meetings*
 - *Family Nights focused on Literacy, Math, STEM*
- b) The school provides parents with materials and training to help them work with their children to improve their children's achievement. (20 USC 6318(e)(2))
 - *Family Nights*
 - *ELAC meetings*
 - *Parent Education and ESL classes for parents*
 - *SST 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, ESL classes for parents, 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*
 - *ESL classes for parents*
- 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, SSTs, 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

Grace Thille 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

Grace S. Thille Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2023-24 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

July	January Coffee with the Principal SSC Meeting ELAC Meeting
August Uniform Assistance Outreach Parent Welcome Coffee ELAC Meeting	February Family Math Night Coffee with the Principal ELAC Meeting Coffee with the Principal LCAP Parent Forum
September Back-to-School Night AVID Parent Meeting SSC Meeting ELAC Meeting Coffee with the Principal Title I Meeting Kinder Parent Education	March Dr. Seuss Week Activities Reclassification Meetings Parent Conferences SSC Meeting ELAC Meeting Coffee with the Principal Awards Assemblies
October Family Science Night SSC Meeting ELAC Meeting Coffee with the Principal Cardboard Invention Festival	April SSC Meeting ELAC Meeting Coffee with the Principal
November Parent Teacher Conferences TurkeyTrot Awards Assemblies SSC Meeting ELAC Meeting Coffee with the Principal Fall Festival	May SSC Meeting ELAC Meeting Coffee with the Principal Authors' Fair and Dinner Young Writers' Contest Awards Elementary Band Concert Band Concert
December ELAC Meeting Reclassification Meetings	June Volunteer Appreciation Tea Awards Assemblies

Note: Subject to change under direction of new principal.

Teacher Mentoring Programs

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

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

Site-based Mentoring Programs:

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

Professional Development Plan

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

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in half-day “data chat” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for Rtl. 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. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

Site-based 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 Wendy Maxwell provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. She provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2023-214 school year, Grace S. Thille’s teachers will focus on the following staff development topics (proposed list subject to change based on district initiatives):

- Advancement Via Individual Determination (AVID)
- Dreambox
- Data Team Data Analysis
- Branding Planning (Literature/Writing/Arts)
- ELPAC
- SEL/PBIS
- Project Based Learning

School Accountability Report Card



GRACE S. THILLE ELEMENTARY SCHOOL

1144 E. Ventura Street • Santa Paula, CA 93060 • (805) 933-8920 • Grades TK-5

Wendy Maxwell, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

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

Principal's Message

Welcome to Grace S. Thille School, where all students are provided with a positive and challenging learning environment that empowers them to become life-long learners. Our teachers and support staff believe all students can learn if they are given robust instruction in the Common Core State Standards, as well as social-emotional support. Opportunities to connect with caring adults, express individuality and creativity, collaborate around learning, and communicate with peers are important components of the learning environment at Grace Thille School. We encourage active participation by parents and the community to work in partnership for the benefit of all students. Collectively, we can ensure that we nurture each and every child in all aspects of their lives so that they are successful throughout their educational career and beyond.

School Motto

It takes a Growth Mindset to learn new things.

District & School Description

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2021-22 school year, the District served 4,988 students in grades TK-12. The demographic composition of the student body included 16.5% students identified with a disability, 34.8% qualifying for English learner support, 83.7% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, 0.3% foster youth, and 7% homeless youth.

District Vision & Mission

Vision:

Committed to serving every student every day.

Mission:

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

Grace S. Thille Elementary School

During the 2021-22 school year, Grace S. Thille Elementary served 345 students in grades TK-5. Student enrollment included 55.9% qualifying for English learner support, 13.3% students identified with a disability, 92.2% enrolled in the Free or Reduced Price Meal program, 3.5% migrant, and 7.5% homeless youth.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.9%	Kindergarten	70
Male	48.1%	Grade 1	43
Non-Binary	0.3%	Grade 2	67
American Indian or Alaskan Native	0.3%	Grade 3	56
Asian	0.0%	Grade 4	53
Black or African American	0.0%	Grade 5	56
Filipino	0.0%		
Hispanic or Latino	96.5%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	3.2%		
English Learners	55.9%		
Foster Youth	0.0%		
Homeless	7.5%		
Migrant	3.5%		
Socioeconomically Disadvantaged	92.2%		
Students with Disabilities	13.3%		
Total Enrollment			345

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

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, serving on a committee, attending parent trainings, or simply attending school events.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Event Volunteer
Fundraising Activities
Library Helper
Office Helper
School Garden Volunteer

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
Friends of Grace S. Thille (PTO)
LCAP Committee
Parent District Advisory Committee (PDAC)
School Site Council

School Activities

Author's Fair
AVID Parent Training
Back to School Night
Cookies with Santa
Dr. Seuss Week
English as a Second Language (ESL) Classes
Fall Festival
Family Math Night
Fundraising Events
Music Programs
Nutrition Classes
Parent Education
Principal Coffees
Spelling Bee
Student Performances
Student Recognition Assemblies
Volunteer Appreciation Tea

School News

Parents stay informed on upcoming events and school activities through flyers, Principal's newsletters, the school website, the school marquee, bulletin boards, monthly calendar, Facebook, and ParentSquare.

Contact the principal or the school office at (805) 933-8920 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 Science by Student Group (Grades 5, 8, & High School)

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	54	54	100	0	12.96
Female	27	27	100	0	7.41
Male	27	27	100	0	18.52
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	52	52	100	0	13.46
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	51	51	100	0	13.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100	0	7.69

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2021-22										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	160	159	99.38	0.62	43.4	160	160	100	0	26.25
Female	79	79	100	0	46.84	79	79	100	0	22.78
Male	81	80	98.77	1.23	40	81	81	100	0	29.63
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	157	156	99.36	0.64	43.59	157	157	100	0	26.11
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	72	71	98.61	1.39	21.13	72	72	100	0	13.89
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	151	150	99.34	0.66	41.33	151	151	100	0	25.17
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	31	31	100	0	22.58	31	31	100	0	6.45

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

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11					
Percentage of Students Meeting or Exceeding the State Standards					
	GSTES		SPUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
English-Language Arts/Literacy	N/A	43	N/A	30	N/A 47
Mathematics	N/A	26	N/A	16	N/A 33

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	GSTES		SPUSD		CA
	20-21	21-22	20-21	21-22	20-21 21-22
Science (Grades 5, 8, & 10)	NT	12.96	NT	14.33	28.72 29.47

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

California Physical Fitness Test Results				
2021-22				
% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance Flexibility
Grade Level				
Fifth	100.0%	98.0%	100.0%	100.0% 100.0%

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

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/.

Physical Fitness

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

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

School Facilities & Safety

Grace S. Thille Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1940; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repair or improvement projects were planned (or completed) for the school site:

2021-22 Campus Improvements:

- Campus painting project
- New playground surfacing
- Kitchen air conditioning
- Asphalt replacement project
- Flooring replacement project in workroom and rooms 3, 5 and 6

2022-23 Campus Improvements:

- Add murals to courtyard, garden, and playground

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 one part-time evening custodian are assigned to Grace S. Thille Elementary. The day custodian is responsible for:

- Assembly set up/clean up
- Lunch area setup, cleaning & disinfecting
- Classroom cleaning & disinfecting
- Kitchen/cafeeteria cleaning & disinfecting
- Restroom cleaning & disinfecting
- Trash removal
- Office cleaning & disinfecting
- Staff lounge cleaning & disinfecting

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

- Classroom cleaning & disinfecting
- Library cleaning & disinfecting
- Assistance with evening events
- Restroom cleaning & disinfecting

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

Campus Description	
Year Built	1940
	Quantity
# of Permanent Classrooms	11
# of Portable Classrooms	7
# of Restrooms (student use)	1 set
Cafeteria	1
Library	1
Playground	2
Staff Lounge/Teacher Work Room	1
Speech Room / Reading Intervention Room	1

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 Grace S. Thille Elementary School took place on November 21, 2022. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2021-22 school year, 100% of restrooms were fully operational and available to students at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grace S. Thille 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 December 2022.

Emergency preparedness drills are held monthly to ensure students and staff are well-versed in procedures for fires, earthquakes and lockdown conditions.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. The principal and three crossing guards are on duty 45 minutes before and after school to ensure students safely cross the street in three separate locations. As students arrive on campus each morning, the principal and school staff are strategically assigned to designated entrance areas and the playground. During recess the principal and campus supervision assistants monitor playground activity. Campus supervision assistants and peace mediators (student peer mediators) monitor lunch time activity while students are in the cafeteria, and campus supervision assistants monitor activity on the playground. At the end of the day when students are dismissed, the principal, teachers, and three crossing guards monitor student behavior to ensure a safe and orderly departure.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's sticker, and then return to the school office upon departure.

Classroom Environment

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. Students may participate in after school activities such as Student Council, Family Science Night, Gardening/Composting project, Peace Mediators, Homework Club, STAR Nova program, Academic Ambassadors, Summer Science Camp, Big Brothers and Big Sisters, and the ASPIRE Program, which provides homework time and enrichment activities.

Student Recognition Programs

Grace S. Thille Elementary School recognizes students for their achievement every semester by giving out certificates, ribbons, prizes, and various other awards at assemblies and special presentations throughout the school year. At award assemblies, students receive awards for achievement in academic areas, character trait, reclassification, and medals to those students who have met or exceeded the standards on SBAC. Students in grades four and five who earn a GPA of 3.0 or higher will be on the Honor Roll and receive certificates and meals. Students with positive behavior are rewarded with Thille Tickets to be used to purchase items from the Thille Mart. Students participate in the AR program and receive prizes for acquiring AR points. Character trait of the month certificates are awarded to two students in each class who demonstrate the character trait of the month.

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

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.

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	359	348	129	37.1
Female	188	181	65	35.9
Male	171	167	64	38.3
American Indian or Alaska Native	1	1	1	100
Asian				
Black or African American				
Filipino				
Hispanic or Latino	347	336	121	36
Native Hawaiian or Pacific Islander				
Two or More Races				
White	11	11	7	63.6
English Learners	200	196	75	38.3
Foster Youth				
Homeless	30	27	10	37
Socioeconomically Disadvantaged	333	323	119	36.8
Students Receiving Migrant Education Services	13	13	3	23.1
Students with Disabilities	56	54	23	42.6

Suspensions and Expulsions								
	GSTES			SPUSD			CA	
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21
Suspensions	1.02%	0.00%	0.56%	5.66%	0.02%	3.17%	0.00%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%	0.00%	0.00%

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

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

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56%	0.00%
Female	0.00%	0.00%
Male	1.17%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.56%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	23.0		3	
1	24.0		2	
2	23.0		2	
3	20.0	2	1	
4	28.0		2	
5	25.0		2	
Combo 4-5	24.0		1	
3, 4, 5 SDC	12.0	1		

2020-21			
Grade Level	Average Class Size	1-20	21-32
K	23.0		2
1	23.0		3
2	18.0	1	2
3	19.0	2	1
4	19.0	2	1
5	23.0		3
3, 4, 5 SDC	13.0	1	

2021-22			
Grade Level	Average Class Size	1-20	21-32
K	18.0	1	3
1	22.0		2
2	22.0		3
3	19.0	3	
4	27.0		2
5	28.0		2

*Number of classes indicates how many classes fall into each site category (a range of total students per class).
***Other* category is for multi-grade level classes.

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.

During the 2021-22 school year, Grace S. Thille Elementary provided site-based staff development after school at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

- Understanding STAR Reading & STAR Math Reports
- Data Team Meetings
- K-2 Literacy Initiative
- P3CC Math Initiative
- Social Emotional Learning
- Reclassification Process
- AVID (3rd - 5th Grades)
- DnA Data Management System

Discipline & Climate for Learning

Grace Thille School recognizes the importance of Social Emotional Learning and works diligently to support students socially, emotionally, and academically. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, acceptance, and inclusion 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. Restorative Justice practices are utilized to solve conflicts between students.

The goal of Grace Thille Elementary School's discipline program and school climate is to provide students with opportunities to learn self-discipline through a system of consistent rewards, positive feedback, and consequences for their behavior. Grace S. Thille Elementary School employs some of the CHAMPS practices on campus. The staff focuses heavily on modeling responsible, respectful, and safe behavior. School assemblies that focus on topics such as kindness and anti-bullying to increase awareness on how to be tolerant of others. Students are recognized for their responsible choices with Thille tickets that they can use to buy prizes at the Thille store. School rules and policies are reviewed with the students and parents at the beginning of the school year through registration packets and classroom teachers. The list of rules must be read and signed by each student, parent, and teacher: 1) Be Responsible, 2) Be Respectful, and 3) Be Safe.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Grace S. Thille Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

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

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

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Office of Education. Special education staff participate in local and county sponsored professional training activities throughout the school year. Classified support staff may receive additional job-related training from the county office of education. All classified staff participate in county- and district-sponsored training sessions addressing sexual harassment, sexual molestation, and ergonomics.

Instructional Materials

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

Textbooks

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

On August 24, 2022, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2022-23.02 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2022-2023 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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

Specialized Instruction

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

Grace S. Thille Elementary School provides English Language Learner (ELL) students with English Language Development (ELD) instruction within their regular classrooms. Students are grouped by acquisition level for 30 minutes daily in kindergarten through second grade and 45 minutes daily for students in third through fifth grades. English Learner students also receive integrated language support throughout the day in their core curricular areas. Newcomers receive ELD specifically designed for their language level by an ELD specialist.

At Risk Interventions

Grace S. Thille Elementary School supports at-risk students with intervention programs designed to meet specific students' needs. Two full-time Reading Specialists work with approximately 90 students in K-3 for 30 minutes per day, five days per week to advance their literacy skills. After school Homework Club, as well as reading, writing, and math intervention, is offered to identified students in grades 1-5.

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

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

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

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	100	208.2	90.65	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1	0.44	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	6.9	3.04	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	1.4	12115.8	4.41
Unknown	0	0	10.2	4.47	18854.3	6.86
Total Teaching Positions	17	100	229.7	100	274759.1	100

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

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

Professional Staff

Teacher Preparation and Credentials

The charts below identify the number of teachers at Grace S. Thille 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 Grace S. Thille Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

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

Support Services Staff

Grace S. Thille 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 Grace S. Thille Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	1.00
Library Clerk	1	1.0
Nurse	As Needed	
Psychologist	1	0.4
Speech Therapist	1	0.5
PE Teacher	1	0.5
District Mental Health Counselor	As needed	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

District Expenditures**Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2020-21 school year, Santa Paula Unified School District spent an average of \$15,077 of total general funds to educate each student (based on 2020-21 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

**Teacher and Administrative Salaries
2020-21**

	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,425	48,503
Mid-Range Teacher Salary	77,630	74,912
Highest Teacher Salary	98,428	100,321
Average Principal Salaries:		
Elementary School	126,001	122,160
Middle School	130,642	127,632
High School	144,666	137,578
Superintendent Salary	220,000	198,665
Percentage of Budget For:		
Teacher Salaries	31.03	31
Administrative Salaries	5.35	6

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

SARC Data & Internet Access**DataQuest**

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

California School Dashboard

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

Internet

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

**Expenditures Per Pupil and School Site Teachers Salaries
2020-21**

Expenditures Per Pupil	Dollars Spent Per Student				
	GSTES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,155	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,221	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,934	7,630	104.0%	0	N/A
Average Teacher Salary	87,130	81,573	N/A	0	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco Use Prevention Education

School Site Council Bylaws

Grace S. Thille School
School Site Council Bylaws
(Revised 4/11/18)**Article I**
Duties of the School Site Council

The School site council of Grace S. Thille Elementary School, hereinafter referred to as the school site council (Grace S. Thille SSC), shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teacher and other school and LEA staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II
Members**Section A: Composition**

The Grace S. Thille School Site Council shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 5 Parents or community members*
- The school principal shall be an ex officio member of the school site council.

*Grace S. Thille SSC members chosen to represent parents may be employees of the school district, so long as they are not employed at Grace S. Thille.

Section B: Term of Office

Grace S. Thille School Site Council members shall be elected for two (2) year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years (parents), and the remaining number (Grace S. Thille teachers and other) elected during even years. At the first regular meeting of the Grace S. Thille School Site Council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast the vote on any matter submitted to a vote of the Grace S. Thille SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The Grace S. Thille SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the Grace S. Thille SSC chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by the person from each group's election results with the highest amount of votes, or who has been identified by the group as the alternate.

**Article III
Officers****Section A: Officers**

The officers of the Grace S. Thille SSC shall be a chairperson, vice-chairperson, secretary, and translator.

The chairperson shall:

- Preside at all meetings of Grace S. Thille SSC.
- Sign all letters, report and other communications of the Grace S. Thille SSC.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the Grace S. Thille SSC
- Shall, in collaboration with the Grace S. Thille Principal prepare and see to the distribution of all Grace S. Thille SSC Agendas, minutes, etc.

The vice-chairperson 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 Grace S. Thille SSC.
- Transmit true and correct copies of the minutes of such meetings to members
- Of the Grace S. Thille SSC and to the Santa Paula Unified School District LEA.
- Provide all notices in accordance with these bylaws.

- Keep a register of the names, address and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairpersons or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first meeting of the Grace S. Thille SSC after the holding of the elections and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the Grace S. Thille SSC, for the remaining portion of the term of office.

**Article IV
Committees****Section A: Subcommittees**

The Grace S. Thille SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the Grace S. Thille SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the Grace S. Thille SSC.

Section B: Other Standing and Special Committees

The Grace S. Thille SSC may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the Grace S. Thille SSC. No such committee may exercise the authority of the Grace S. Thille SSC.

Section C: Membership

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

Section D: Terms of Office

The Grace S. Thille SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the Grace S. Thille SSC or policies of the SPUSD governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the Grace S. Thille SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the Grace S. Thille School Site Council

Section A: Meetings

The Grace S. Thille SSC shall meet regularly as determined by a vote of the Grace S. Thille SSC at the previous meeting. Special meetings of the Grace S. Thille SSC may be called by the chairperson in collaboration with the Grace S. Thille principal.

Section B: Place of Meetings

The Grace S. Thille SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by the majority vote of the Grace S. Thille SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: Grace S. Thille office bulletin board, the monthly Grace S. Thille calendar, and the Grace S. Thille website at www.santapaulaunified.org.

All required notices shall be delivered to SSC and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally or by phone message, or by mail (or by e-mail.)

Section D: Quorum

The act of a majority of the members present shall be the act of the Grace S. Thille SSC, provided a quorum is in attendance and the item to be voted upon was on the meeting's Agenda and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E. Conduct of Meetings

Meetings of the Grace S. Thille SSC shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaption thereof approved by the Grace S. Thille SSC.

Section F: Meetings Open to the Public

All meetings of the Grace S. Thille SSC, and of committees established by the SSC, shall be open to public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI Amendments

An amendment of these bylaws may be made at any regular meetings of the Grace S. Thille SSC by a vote of two-thirds of the members present, as long as Article V, Section D also occurred. Written notice of the proposed amendment must be submitted to Grace S. Thille SSC members at least 10 days prior to the meetings at which the amendments is to be considered for adoption.