



# GRACE S. THILLE ELEMENTARY SCHOOL

## Academy of Literature and Arts

1144 E. Ventura Street • Santa Paula, CA 93060 • (805) 933-8920 • Grades TK-6

Wendy Maxwell, Principal

### SCHOOL ACCOUNTABILITY REPORT CARD

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

#### Principal's Message

Dear Grace Thille Families:

It is my honor and a pleasure to welcome you to the 2023 – 2024 school year! I am extremely proud to serve as the Principal of this amazing learning community for the 2nd year and to continue to support the students of Grace Thille! As we can all attest, the last few years have been challenging, but the Thille Learning Community has emerged on the other side more resilient, more unified, and better equipped to handle an ever-changing landscape. This new school year brings the promise of a renewed dedication, focus, and energy to the mission of teaching and learning. With that said, the Grace Thille staff and PTO are ready to kick this year off in true Tiger fashion!

I would like to welcome all of our new families, whether you are joining us from another school in the district or have relocated from another city, state, or country. We are excited to share all that Grace Thille has to offer with you and believe you will soon feel as we do, that Grace Thille School is a special place for all children. Our teachers, support staff, and families are ready to welcome you!

The dedicated staff at Grace Thille have been working tirelessly to finalize classes and schedules, fine-tune our instructional models, engage in professional learning opportunities, and update class routines and expectations, all with the goal of fostering academic success. Our primary goal is to ensure student proficiency in core academic subjects, so we will continue to refine Tier I instruction, analyze data, conduct observations, and review classwork to guide instruction and intervention. We will also engage our students in Project Based Learning through strategies we are beginning to implement this school year. We will also work on teaching and demonstrating social and emotional support strategies into our students' daily school experience. We will work together to create a solid foundation for our students so that they have the opportunity to become self-directed learners, collaborative teammates, critical thinkers, and responsible citizens. We will continue to offer intervention services for our learners through specialized programs, counseling when appropriate, and the implementation of Tier II and Tier III programs and learning strategies.

Grace's outstanding teachers create the foundation for your child's academic success. In addition, a large part of the Grace Learning Community's success can be attributed to its active and engaged parents who are involved PTO. Please consider contributing to the Grace PTO so that we can continue to fund engaging

enrichment programs, assemblies, and much-needed supplemental equipment and supplies that will support teaching and learning this year. Your donations directly affect your child's education. Last year your contributions enabled us to provide teacher appreciation, the Spring Festival, Mariachi's for Mom's and other important events.

I look forward to continuing our collaboration of providing your children with an effective and engaging educational experience. As always, we will look to our families to be positive partners in this year's journey. The Grace Thille staff has always made a priority of working together as a caring and compassionate learning community with professionalism, teamwork, action, and expertise. We will always put the best interests of our students at the center of our purpose. Join us in ensuring the success of all of our students. Stay healthy, stay positive, and stay connected.

#### District & School Description

##### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2022-23 school year, the District served 4,853 students in grades TK-12. The demographic composition of the student body included 17.5% students identified with a disability, 34.1% qualifying for English learner support, 77.9% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% homeless youth.

#### District Vision & Mission

##### Vision:

Committed to serving every student every day.

##### Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and the community, will prepare all students academically, socially, and emotionally for college, careers, global citizenship, leadership, and lifelong learning. The district will use

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

#### Board of Trustees

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

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 2022-23 school year, Grace S. Thille Elementary served 335 students in grades TK-5. Student enrollment included 52.5% qualifying for English learner support, 14.3% students identified with a disability, 84.5% enrolled in the Free or Reduced Price Meal program, 0.6% migrant, and 6.6% homeless youth.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.6%	Kindergarten	69
Male	48.4%	Grade 1	47
Non-Binary	0.0%	Grade 2	42
American Indian or Alaskan Native	0.0%	Grade 3	65
Asian	0.0%	Grade 4	56
Black or African American	0.0%	Grade 5	56
Filipino	0.0%		
Hispanic or Latino	95.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.9%		
White	3.3%		
English Learners	52.5%		
Foster Youth	0.0%		
Homeless	6.6%		
Migrant	0.6%		
Socioeconomically Disadvantaged	84.5%	Total Enrollment	335
Students with Disabilities	14.3%		

## Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA)

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, serving on a committee, attending parent trainings, or simply attending school events.

### Opportunities to Volunteer

Chaperone Field Trips  
Event Volunteer  
Fundraising Activities

### Committees

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

### School Activities

Author's Fair / Arts Festival  
AVID Parent Training  
Back to School Night  
Cookies with Santa  
Dr. Seuss Week  
English as a Second Language (ESL) Classes  
Fall Festival  
Fundraising Events  
Music Programs  
Nutrition Classes  
Parent Education  
Principal Coffee / ELAC

## 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	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	12.96	20	14.33	14.59	29.47	30.29

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

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

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

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

### 2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	56	55	98.21	1.79	20
Female	27	27	100	0	22.22
Male	29	28	96.55	3.45	17.86
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	54	53	98.15	1.85	20.75
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	19	95	5	
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	51	50	98.04	1.96	22
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)**

2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	174	172	98.85	1.15	43.02	174	172	98.85	1.15	34.88
Female	85	84	98.82	1.18	46.43	85	84	98.82	1.18	34.52
Male	89	88	98.88	1.12	39.77	89	88	98.88	1.12	35.23
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	167	165	98.8	1.2	44.24	167	165	98.8	1.2	35.76
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	67	65	97.01	2.99	16.92	67	65	97.01	2.99	12.31
Foster Youth										
Homeless	11	11	100	0	18.18	11	11	100	0	27.27
Military										
Socioeconomically Disadvantaged	152	150	98.68	1.32	38.67	152	150	98.68	1.32	28.67
Students Receiving Migrant Education Services										
Students with Disabilities	27	27	100	0	3.7	27	27	100	0	3.7

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

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

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

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

**Percentage of Students Meeting or Exceeding the State Standards**

	GSTES		SPUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	43	43	30	29	47	46
Mathematics	26	35	16	18	33	34

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

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

## California Assessment of Student Performance and Progress (CAASPP)

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

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

- Red Ribbon Week
- Spelling Bee
- Student Performances
- Student Recognition Assemblies
- Visual and Performing Arts Residencies
- Volunteer Appreciation Tea

### School News

Parents stay informed on upcoming events and school activities through flyers, Principal's weekly ParentSquare message, Instagram page, the school website, the school marquee, bulletin boards, monthly calendar, Facebook, and ParentSquare. Contact the principal or the school's outreach consultant 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 Physical Fitness Test Results

2022-23

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

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

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

- 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

### Deferred Maintenance

Grace S. Thille Elementary School had deferred maintenance projects completed in 2022-23 in the amount of \$382,930. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for the following asphalt project, playground equipment, painting project, flooring project, murals, fencing repair, and preschool class upgrades.

### 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 October 25, 2023. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2022-23 school year, 100% of restrooms were fully operational and available to students at all times.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for 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 2023.

### School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
October 25, 2023				
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.*

### 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/](http://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:

2022-23 Campus Improvements:

- Add murals to courtyard, garden, and playground
- Replacement flooring at rooms 3, 5, 6, and the workroom

2023-24 Planned Campus Improvements:

- Addition of sink to room 14
- New perimeter fencing on west side of the campus

Addition of a buzzer entry system at the front gate  
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 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/cafeteria cleaning & disinfecting
- Restroom cleaning & disinfecting
- Trash removal

**Chronic Absenteeism by Student Group (2022-23)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	348	110	31.6
Female	179	178	61	34.3
Male	173	170	49	28.8
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American	1	1	0	0
Filipino				
Hispanic or Latino	336	333	104	31.2
Native Hawaiian or Pacific Islander				
Two or More Races	3	3	1	33.3
White	12	11	5	45.5
English Learners	188	187	59	31.6
Foster Youth				
Homeless	24	24	10	41.7
Socioeconomically Disadvantaged	303	301	100	33.2
Students Receiving Migrant Education Services	5	5	2	40
Students with Disabilities	59	59	26	44.1

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

**Suspensions and Expulsions**

	GSTES			SPUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	0.56%	0.00%	0.02%	3.17%	4.99%	0.20%	4.52%	N/A
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.12%	0.00%	0.21%	N/A

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

**Suspensions & Expulsions by Student Group (2022-23)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

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

## Classroom Environment

### 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, 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 classes or 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 CAASPP. Students in grades four, five, and six 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 and participate in an ice cream party for meeting their individual goal each semester. The Be Kind People program was purchased and teachers submit the names of students who are recognized by staff for being kind or positive, and those students are then recognized on the Monday morning announcements by the principal and they are allowed to choose an item from the treasure box.

## 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 PBIS practices on campus which centers around the "Be Kind People" traits. 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 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

## 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				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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				
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	
2022-23				
K	23.0		3	
1	24.0		2	
2	21.0		2	
3	22.0		3	
4	28.0		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 2022-23 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 Counting Collections
- Social Emotional Learning
- Reclassification Process
- AVID (3rd - 5th Grades)
- Accelerated Reader
- Core Reading Coaching (TK-2)

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

- Math Dreambox Implementation
- Piloting Programs for Arts Academy
- Cognitively Guided Instruction (CGI) ((3rd - 5th Grades)

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

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2021-22	0 days
<ul style="list-style-type: none"> <li>• Baseline Assessment Support (STAR Assessments &amp; Literably)</li> <li>• Curriculum Advisory Team (CAT)</li> <li>• English Language Development Support</li> </ul>	
2022-23	0 days
<ul style="list-style-type: none"> <li>• CORE Learning - Literacy Services</li> <li>• CGI Math - Teacher Learning Center</li> <li>• Report Card Entry Training for Q</li> <li>• EL Shadowing</li> </ul>	
2023-24	2 days
<ul style="list-style-type: none"> <li>• Project Based Learning with Trevor Muir</li> <li>• CGI Math</li> <li>• CORE Phonics Instructional Sequence</li> <li>• Active Intruder Training</li> </ul>	

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

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

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

### Instructional Materials

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

On September 27, 2023, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2023-24:2 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2023-24 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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

## Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chromebooks 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 85 students in K-6 for 30 minutes per day, four 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 grade 4. Grace S. Thille Elementary School also employs an outreach consultant who is available for attendance assistance, and a counselor who provides individual and group sessions with students as well as referrals to outside agencies when needed. The District has a Mental Health Counselor who is available to provide assistance to Grace S. Thille Elementary School's students.

## Professional Staff

### Teacher Preparation and Credentials

The charts in this report 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.

### 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.

## District Expenditures

### Salary & Budget Comparison

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

### Expenditures Per Student

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

Academic Counselors and Other Support Staff		
2022-23		
	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	1.0
District Mental Health Counselor	As needed	
Outreach Consultant	1	1.0

\*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.

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

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

Expenditures Per Pupil and School Site Teachers Salaries					
2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	GSTES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,665	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,057	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,607	9,246	114.7%	7,607	121.6%
Average Teacher Salary	94,020	85,611	N/A	81,984	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- A-G Completion Grant
- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)

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

## 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.