

**Santa Paula Unified School District**

# **School Plan for Student Achievement**



**Grace Thille Elementary School**

**Academy of Literature and Arts**

**56 76828 6055586**

**Contact Information:**

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**Revised June 2024**

**Fiscal Year 2024-2025**

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## The School Plan for Student Achievement

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The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For additional information on school programs and how you may become involved locally, please contact:

Wendy Maxwell, Principal  
Grace S. Thille Elementary School  
1144 E. Ventura Street  
Santa Paula, CA 93060  
(805) 933-8920  
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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: May 20, 2024.

Attested:

Wendy Maxwell , Principal



Date May 20, 2024

SSC Chairperson, Juan Ojeda



Date May 22, 2024

**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		
Elvia Garcia				X	
Joe Guadian				X	
Angelica Munoz				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
Wendy Maxwell	X				
Yadira Ocampo				X	
Rosaura Garcia				X	
Juan Ojeda				X	
Ofelia Perez				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

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### District Profile

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

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

### District Vision

Committed to serving every student every day.

### District Mission

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



District LCAP Goals

Santa Paula Unified School District



**Vision Statement**  
Committed to Serving Every Student Every Day

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

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

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

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

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

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

**GOAL 3**

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

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

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

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

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

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

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

- P5a Implement a Multi-tiered System of Supports

## School Information

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### School Profile

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 2023-24 school year, 375 students were enrolled, including 50.4% qualifying for English Language Learner support, 88.8% qualifying for free or reduced price lunch, 15.7% special education, 1.6% migrant, and 7.2% 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 3<sup>rd</sup> – 5<sup>th</sup> and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development. 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:** Grace S. Thille uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the Common Core State Standards.
- **Science:** 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.

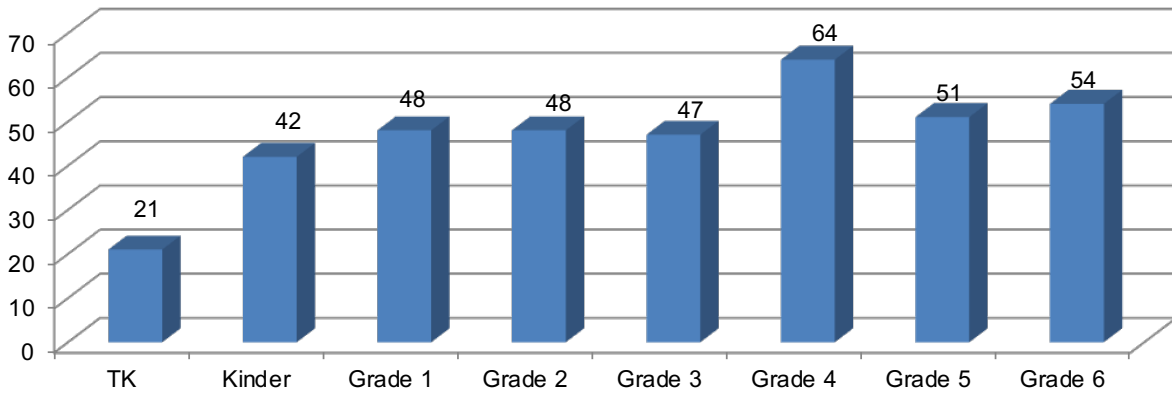
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

### School Mission

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.

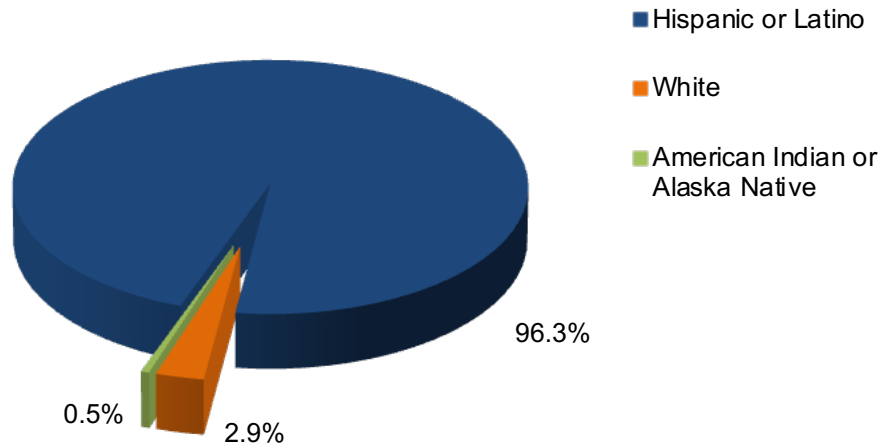
### Student Enrollment by Grade

Source: Data Quest 2023-24



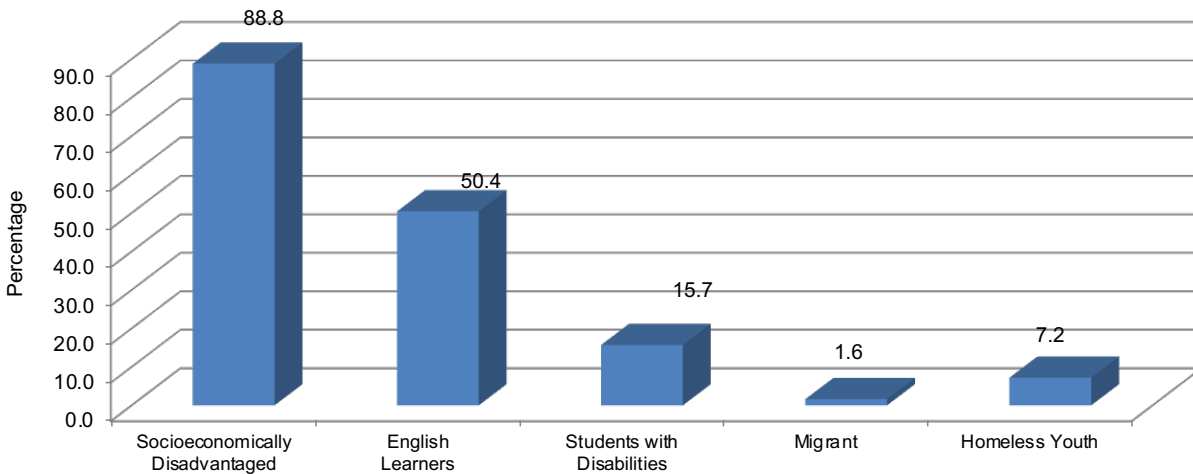
### Student Enrollment by Ethnicity

Source: Data Quest 2023-24



### Student Enrollment by Subgroup

Data Source: Data Quest 2023-24



### 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 2024-25 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	May 20, 2024	

## 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	May 6, 2024
Grace Thille School Site Council	April 8, 2024, May 20, 2024
Grace Thille ELAC Committee	April 26, 2024, May 17, 2024
Grace Thille School Staff	April 15, 2024

## 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)**

NA



# 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.

District LCAP Goal #1: SPUSD will cultivate students proficient in literacy and mathematics by providing access to high-quality reading and mathematics instruction and resources to enhance reading, writing, listening, speaking, and mathematics.

### Identified Need:

During the 2023-2024 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 implementation of Core literacy strategies, the PCC3 Math, and Cognitively Guided Instruction. We are using CAASPP data from 22-23 that was administered. District wide assessments in TK-2<sup>nd</sup> grade began during the 2023-2024 school year.

### Annual Measurable Outcomes:

Metric /Indicator	Baseline/Actual Outcome						Expected Outcome	
CAASPP English Language Arts 2022-23	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 2022-23	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 2023-24 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.  *6th grade did not assess at EOY.
	Kinder	17%	17%	22%	44%			
	1st Grade	52%	13%	13%	22%			
	2 <sup>nd</sup> Grade	52%	9%	13%	26%			
	3 <sup>rd</sup> Grade	46%	17%	15%	22%			
	4 <sup>th</sup> Grade	53%	1%	12%	34%			
	5 <sup>th</sup> Grade	54%	11%	4%	32%			
	6 <sup>th</sup> Grade	47%	7%	1%	45%			
STAR Reading (2nd - 6th)	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 <sup>nd</sup> Grade	41%	17%	22%	17%			
	3 <sup>rd</sup> Grade	39%	31%	16%	17%			
	4 <sup>th</sup> Grade	58%	18%	10%	13%			
	5 <sup>th</sup> Grade	36%	15%	25%	24%			
	6 <sup>th</sup> Grade	28%	19%	22%	31%			



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%	
6th	22%	17%			

### 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)
\$14,171 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

## Annual Review:

### SPSA Year Reviewed: 2023-2024

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 implemented in one 2<sup>nd</sup> grade and one 4<sup>th</sup> grade classroom. All grade level teams participated in data team meetings two times during the school year with the reading intervention teachers and administration. Supplemental materials such as Math Dreambox K – 6<sup>th</sup> grade, IXL, Lexia and Reading Dreambox was purchased for 3<sup>rd</sup> – 6<sup>th</sup> grade this school year. Lexia, and IXL to support intervention. Professional development took place during our PD Mondays. Avid supplies were purchased. Library books were purchased to allow for more genres of books available for students. Onsite assemblies and the Be Kind program were utilized to support SEL. All grade levels participated in at least one to two field trips with other grade levels having more. The two Kindergarten classes were provided a full day instructional assistant at the beginning of the school year to help support students understanding classroom and behavior expectations sooner.

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

We were not able to hold as many parent involvement activities due to lack of space on campus as the ESL class was held Monday – Thursday from 8:15-9:45 AM in the cafeteria and on Friday there was a parent computer class.

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.

We had some extra monies and decided to update our school library books to support our students reading and the Accelerated Reading program.

## 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 through the district. 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)
\$1,027 for parent trainings, CAFE Conference attendance	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**

Study Trips 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)
\$12,606 for study trips (entrance fees & transportation)	Title I

## Annual Review:

**SPSA Year Reviewed: 2023-2024**

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.

Our parents had the opportunity to participate in ESL classes four mornings a week and a once a week computer class on Friday. PIQE classes were offered through the district this school year instead of sites.

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

PIQE was provided by the district this school year so it was not provided by Grace Thille. Grace Thille held ESL classes and a computer class on campus to support our parent learning the entire 2023-2024 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.

Parents did not attend the CABE conference from Grace Thille.

**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 -2023 Chronically Absent 31%	2023-2024 Chronically Absent 20%
Data Quest	2022-23 Rates: Suspension @ 0% Expulsion @ 0% Enrollment	2023-24 Rates: Suspension @ 0.53% 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, Reclassification of English Learners, Character Trait of the Month certificates, semester awards, positive office referral incentives, book vending machine ,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: 2023-2024

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.

With the addition of the outreach specialist we have implemented classroom attendance winner of the week. The winners get the attendance trophy as well as a class popcorn party. He was on campus three days a week and made phone calls to parents, held SART meetings and attended SARB meetings. He also worked to build relationships with the students.

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

None.

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.

We increased incentives monies to \$10,000 to support motivation in various areas of academics and behavior to keep students working to their potential and find further confidence and success.

**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:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Annual Parent Survey	2023-24 to be Baseline Year  Have you received kind courteous service from the Grace Thille office staff? <b>100%</b>  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? <b>100%</b>  Do you receive information regularly about your child's progress? <b>99%</b>  Do you feel comfortable approaching your child's teacher to ask questions or express concerns? <b>99%</b>  Are you informed about school meetings? <b>95%</b>  Are you comfortable approaching the principal to ask questions or express concerns about the school? <b>95%</b>  Do you feel the campus is safe and secure when your child is at school? <b>96%</b>  Does your child enjoy coming to school? <b>99%</b>	24-25 Annual Parent Survey Average of 98% in all areas

	Are you aware of the School Site Council and its role in the school organization? <b>85%</b>	
	Are you interested in attending a parent training to learn about specific academic standards and expectations for your child’s grade level? <b>90%</b>	

### 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 Traits, 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: 2023-2024**

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.

We utilized the Be Kind program to focus on monthly character traits. We also had a monthly mantra, and “At Grace Thille we will....”

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

We were not able to implement the Guiding Angels program or Peace Mediators this 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.

Our counselor will make sure to start the Guiding Angels program and the Peace Patrol at the beginning of the 2024-2025 school year.



## 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 2023-24 Carryover	\$0.00
Title I 2024-25 Allocation (includes \$1,027.00 parent involvement)	\$51,996.00

Subtotal of additional federal funds included for this school: **\$51,996.00**

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

State or Local Programs	Allocation (\$)
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: **\$51,996.00**

Title I Allocations – 2024-25

2024-2025 Title 1 Grace Thille

		Resource	Title I	Spent	Remarks
		Allocation: 24-25	\$53,023.00		
<b>OBJ</b>	<b>Function</b>	<b>DESCRIPTION</b>			
1102	1000	Substitutes	\$1,000.00		Data Chats
1103	1000	Tchr. Extra Duty	\$2,000.00		After School Intervention teachers
1203	1000	Counselor Extra Duty			
2100	1000	Instructional Asst.	\$5,719.00		Two Kindergarten instructional assistant extra hours for the first month of school
2103	1000	IA Extra Duty - Translating	\$1,000.00		
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			
4200	1000	Other Books- students			
4200	3110	Other Books - counselor	\$500.00		Therapy supplies (Social Emotional Learning Lessons)
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	\$7,000.00		Avid supplies, Awards and Incentives (\$1500) Student Store (\$500) PE Equipment (\$1000) Authors Fair (\$3000) Book Vending machine (\$500)
4300	2420	Supplies - Library			
4300	2495	Supplies – Parent Inv.	\$1,027.00		Cabe, Parent trainings
4300	2700	Supplies – Office			
4300	3140	Supplies-Health	\$500.00		
4325	1000	Technology			
4395	1000	Site Reserve 5%			
4399	1000	Unallocated funds			
4400	1000	Uncap. Equip. +\$500			
4400	2700	Uncap. Equip. +\$500			
4425	1000	Tech Equipment			
5200	1000	Travel / Conf. – Teachers			
5200	2700	Travel/Conf. – Admin.			
5200	3110	Travel/Conf. – Counselor			
5200	1000	Travel/Conf Parents			
5610	1000	Equip. repair			
5620	1000	Serv. Agrmt			
5620	2700	Serv. Agrmt.			
5825	1000	Prof. Serv. Inst	14,171.00		Computer Intervention Programs
5800	1000	Prof. Serv. Inst	\$7,500.00		Assemblies/Be Kind
5800	1000	Prof. Serv. Inst			
5850	1000	Study Trips - entrance fees	\$4,500.00		
5860	1000	Transportation	\$8,106.00		
		<b>Total Spent</b>			
		Available to Spend	\$53,023.00	\$0.00	

SSC Chair Signature: *Juan Riedo*

Date: *5/22/24*

Principal Signature: *Wendy Maxwell*

Date: *5-20-24*

References

2022-23 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	62	62	62	17.74%	16.13%	32.26%	33.87%
Male	31	31	31	16.13%	19.35%	29.03%	35.48%
Female	31	31	31	19.35%	12.90%	35.48%	32.26%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	59	59	59	18.64%	15.25%	32.20%	33.90%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55	55	55	12.73%	14.55%	36.36%	36.36%
English Learners	29	29	29	6.90%	3.45%	34.48%	55.17%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2022-23						
	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	62	62	6	212.90%	30.65%	16.13%	40.32%
Male	31	31	31	16.13%	29.03%	16.13%	38.71%
Female	31	31	31	9.68%	32.26%	16.13%	41.94%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	59	59	59	13.56%	30.51%	15.25%	40.68%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55	55	55	10.91%	27.27%	16.36%	45.45%
English Learners	29	29	29	6.90%	17.24%	20.69%	55.17%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education							
Homeless Youth	*	*	*	*	*	*	*

2022-23 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	56	55	55	20.00%	23.64%	16.36%	40.00%
Male	29	29	29	27.59%	17.24%	10.34%	44.83%
Female	27	26	26	11.54%	30.77%	23.08%	34.62%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	53	20.75%	24.53%	16.98%	37.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	45	45	13.33%	22.22%	17.78%	46.67%
English Learners	18	17	17	0.00%	23.53%	23.53%	52.94%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2022-23						
	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	56	55	55	5.45%	21.82%	30.91%	41.82%
Male	29	29	29	10.34%	20.69%	27.59%	41.38%
Female	27	26	26	0.00%	23.08%	34.62%	42.31%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	53	5.66%	22.64%	32.08%	39.62%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	46	45	45	2.22%	13.33%	37.78%	46.67%
English Learners	18	17	17	0.00%	5.88%	29.41%	64.71%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless Youth	*	*	*	*	*	*	*

2022-23 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2022-23						
	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	56	55	55	23.64%	29.09%	16.36%	30.91%
Male	29	28	28	10.71%	28.57%	21.43%	39.29%
Female	27	27	27	37.04%	29.63%	11.11%	22.22%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	53	24.53%	30.19%	16.98%	28.30%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	51	50	50	26.00%	28.00%	14.00%	32.00%
English Learners	20	19	19	0.00%	21.05%	15.79%	63.16%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2022-23						
	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	56	55	55	20.00%	12.73%	30.91%	36.36%
Male	29	28	28	21.43%	7.14%	21.43%	50.00%
Female	27	27	27	18.52%	18.52%	40.74%	22.22%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	54	53	53	20.75%	13.21%	32.08%	33.96%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	51	50	50	20.00%	10.00%	32.00%	38.00%
English Learners	20	19	19	0.00%	0.00%	31.58%	68.42%
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless Youth	5	5	5	*	*	*	*

## School-Parent/Home Compact

**Grace Thille School  
Home and School Compact  
2024 – 2025****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.
- Participate in and promote various school events.
- 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 3-6).
- 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.
- Limit Screen time.
- Respect the school, classmates, staff and families.
- Use technology responsibly.
- Take the initiative to exhibit the character traits and have a Growth Mindset.

**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 and technology use.
- 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.

**Parent/Guardian Signature:** \_\_\_\_\_

## Family Engagement Policy

**Grace Thille School**  
**Parent and Family Engagement Policy**  
**2024 – 2025**

*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.*

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 once a month for the purpose of parental involvement and input.*
- *At least two Family Nights with the focus on Literature and Arts and PBL will be advertised and parents will be invited to participate in activities with their children in the classroom.*
- *TK/ 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 Success Team(SST) 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 1 students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the challenging State academic standards. [20 USC 6316(d)] The separate school-parent compact addresses the following legally required items, and may include other items suggested by parents and family members of Title 1 students.

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. [20 USC 6316(d)(1)]
- The ways parents will be responsible for supporting their children's learning. [20 USC 6316(d)(1)]
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences\*\*\*; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; opportunities to observe classroom activities; and regular two-way meaningful communication between family members and school staff in a language that family members can understand. (20 USC 6316(d)(2)(A)-(D) inclusive]



- *Compacts are reviewed/updated annually by staff and School Site Council*
- *Compacts are distributed in Registration Packets and at the time of registration for new students*

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

### III. Building Capacity for Involvement

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, Arts and Project Based Learning.*
- 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 2024-25 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child’s teacher or any school office member for more information.

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

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 RtI. 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 2024-25 school year, Grace S. Thille’s teachers will focus on the following staff development topics (proposed list subject to change based on district initiatives):

- Step Up to Writing or Four Square Writing
- Vocabulary Instruction
- QAR Strategy - Comprehension

School Accountability Report Card



# 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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Mr. Jeffrey Weinstein  
Superintendent

Mr. Kevin Olson  
Assistant Superintendent  
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Dr. Edd C. Bond  
Deputy Superintendent  
Human Resources & Employee Development

Dr. David Moore  
Associate Superintendent  
Educational Services

Dr. Gina Ramirez  
Assistant Superintendent  
EL Services & Community Engagement

Ms. Cynthia Carrillo  
Executive Director  
Classified Human Resources

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SARC Data & Internet Access  
District Expenditures

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

**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 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/cal](http://www.cde.ca.gov/ta/tg/cal).



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.

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				
Overall Summary	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

- 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.

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.

	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.

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
• Baseline Assessment Support (STAR Assessments & Literably)	
• Curriculum Advisory Team (CAT)	
• English Language Development Support	
2022-23	0 days
• CORE Learning - Literacy Services	
• CGI Math - Teacher Learning Center	
• Report Card Entry Training for Q	
• EL Shadowing	
2023-24	2 days
• Project Based Learning with Trevor Muir	
• CGI Math	
• CORE Phonics Instructional Sequence	
• Active Intruder 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.

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	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	

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	
<b>Total Out-of-Field Teachers</b>	<b>0</b>	

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
<b>Total Teaching Positions</b>	<b>17</b>	<b>100</b>	<b>229.7</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

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						
<b>Total Teaching Positions</b>						

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	81,288	79,761
Highest Teacher Salary	102,666	103,045
Average Principal Salaries:		
Elementary School	126,001	129,154
Middle School	130,642	131,774
High School	144,666	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 Certified 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	65,611	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.

## 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](http://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.