

Santa Paula Unified School District

School Plan for Student Achievement



Grace Thille Elementary School

Academy of Literature and Arts

56 76828 6055586

Contact Information:

Betsey Chavez, Principal

bchavez@santapaulausd.org

1144 E. Ventura Street

Santa Paula, CA 93060

(805) 933-8920



Revised September 2025

Fiscal Year 2025-2026

(This page intentionally left blank)

Table of Contents

The School Plan for Student Achievement	1
Recommendations and Assurances	2
School Site Council Membership	3
English Language Advisory Council (ELAC) Membership.....	4
District information	5
District Profile	5
District Vision	5
District Mission.....	5
District LCAP Goals	6
School Information.....	7
School Profile	7
School Mission.....	7
Student Enrollment by Grade.....	8
Student Enrollment by Ethnicity	8
Student Enrollment by Subgroup	9
Comprehensive Needs Assessment.....	9
Violence Prevention, Bully Prevention, and Student Safety	9
Nutrition Programs & Fitness Programs	10
Extended Learning Programs	11
School Plan for Student Achievement	12
Plan Description.....	12
Educational Partner Involvement.....	12
Comprehensive Needs Assessment.....	12
Resource Inequities	13
Goals, Strategies/Activities, and Expenditures	14
Budget.....	23
References.....	25
2023-2024 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics.....	25
2023-2024 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics.....	26
2023-2024 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics.....	27
2023-2024 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics.....	28
School-Parent/Home Compact	29
Family Engagement Policy	31
Parent Involvement Calendar	36
Professional Development Plan.....	37
School Accountability Report Card	38
School Site Council Bylaws	46

The School Plan for Student Achievement

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

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

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

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

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

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

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

Betsey Chavez, Principal
Grace S. Thille Elementary School
1144 E. Ventura Street
Santa Paula, CA 93060
(805) 933-8920
bchavez@santapaulausd.org

The District's Governing Board approved this revision of the school plan on _____.

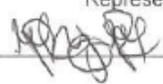
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Council
Leadership Team

Signature of Authorized Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/12/2025

Attested: 

 Betsey Chavez, Principal



 SSC Chairperson

5/20/25

 Date

5/20/25

 Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other Staff Member	Parent or Community Member	Student
Betsey Chavez	X				
Robyn Davis		X			
Annette Ramirez-Shea		X			
Gerry Saucedo		X			
Carolina Hernandez			X		
Jennifer Garcia				X	
Joe Guadian				X	
Alejandra Mangana				X	
Angelica Nuno				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
Betsey Chavez	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

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 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

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

School Information

School Profile

Grace S. Thille Elementary School is located in the city of Santa Paula and serves students in kindergarten through grade five and is one of six elementary schools in the district. In the 2024-2025 school year, 358 students were enrolled, including 49.2% qualifying for English Language Learner support, 93% socioeconomically disadvantaged, 19.3% special education, 2.5% migrant, and 7.3% homeless youth.

Textbooks

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

- **Language Arts:** Wonders ELA is used daily during the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. Targeted students receive intervention instruction from classroom teachers in small groups during Universal Access. Students with greater needs receive instruction through a pull-out program with Reading Intervention Specialists. Wonder Works Intervention materials are utilized with students participating in reading intervention programs, as well as in the Resource Specialist Program (RSP). Each of these was selected from the State adopted list of supplementary instructional materials.
- **English Language Development:** Wonders is the adopted curriculum for ELA/ELD. Along with the adopted curriculum, Grace Thille utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction during Designated English Language Development (ELD). This program is aligned with the California State ELD Standards and is being used in every classroom during the 45 minute ELD block in 3rd – 5th and 30 minute ELD block in K-2. Students are grouped by their language proficiency levels and receive instruction at their appropriate level of language development. Newcomers receive Newcomer ELD services for 30 – 45 minutes daily.
- **Mathematics:** Grace S. Thille uses Math Expressions by Houghton Mifflin Harcourt daily in every classroom during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers in before or after school intervention programs. Intervention groups receive instruction from a variety of supplemental materials.
- **History/Social Studies:** 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.

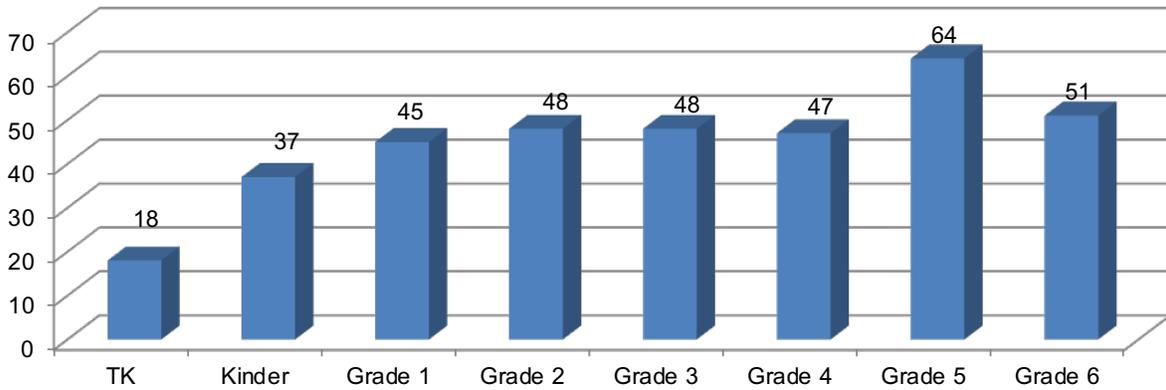
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

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.

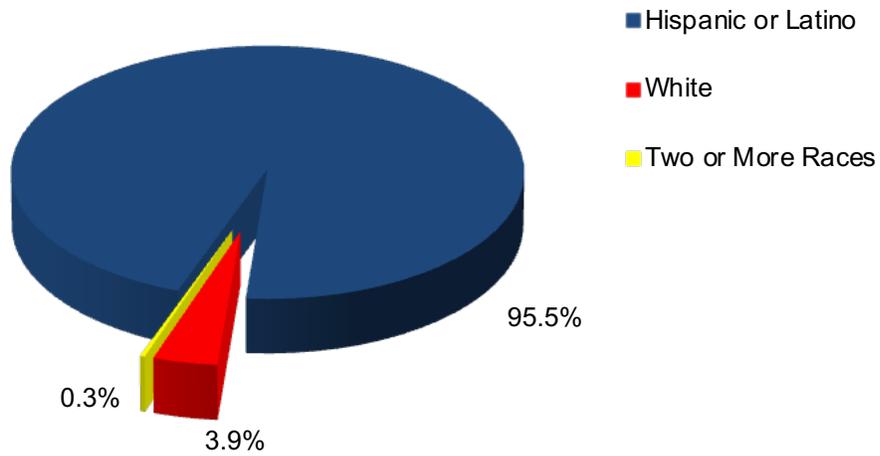
Student Enrollment by Grade

Source: Data Quest 2024-2025



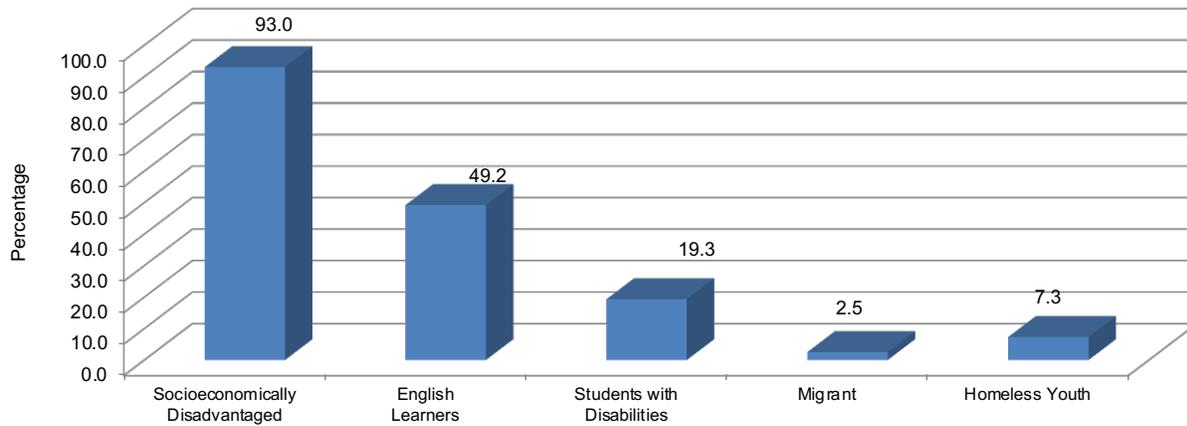
Student Enrollment by Ethnicity

Source: Data Quest 2024-2025



Student Enrollment by Subgroup

Data Source: Data Quest 2024-2025



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 12, 2025	

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs

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.

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 4 of the 5 LCAP goals. The 5th LCAP goal is specific to Renaissance High School. All student groups will be provided educational opportunities that are inclusive of their academic, physical and social-emotional needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
SSC	3/31/2025; 4/30/2025; 5/12/2025
ELAC	5/2/2025

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to data extracted from the California State Dashboard, an area of need at Grace Thille is academic achievement in both Mathematics and English Language Arts (ELA). In the 2023–24 CAASPP results, 24.09% of students met or exceeded the standard in Mathematics, while 42.13% met or exceeded the standard in ELA. These rates are significantly below the California state averages, identifying academic performance as a critical area for schoolwide improvement.

When examining subgroup performance, the disparities are more pronounced:

- English Learners: 8.7% met or exceeded standards in ELA and 5.3% in Math.
- Socioeconomically Disadvantaged Students: 39.2% met or exceeded the ELA standard, and 23.8% in Math.
- Students with Disabilities: SWD had the lowest achievement with 10.3% in ELA and 6.9% in Math.

Proficiency rates in core subjects are below state averages. In the 2024 CAASPP assessments.

- English Language Arts (ELA): 42.13% of students met or exceeded the state standard
- Mathematics: 24.09% of students met or exceeded the standard

Grace Thille serves a predominantly Hispanic student population (96%) and has a high percentage of students eligible for free or reduced-price lunch (93%), indicating a community facing economic challenges.

- Economically Disadvantaged Students: In 2024, 33.5% of these students did not meet the ELA standard, and 47% did not meet the math standard.

Steps taken to address these areas in 2024-2025:

To effectively monitor student progress and inform instruction, we implemented a variety of assessment tools tailored to different grade levels. For students in grades K–2, we utilized the Core Phonics Survey, Heggerty phonemic awareness assessments, and Literably scores to assess foundational reading skills and guide early literacy instruction.

In grades 2–6, we relied on a combination of STAR Reading, STAR Math, Formative Interim Assessment Blocks (FIABs), and Interim Assessment Blocks (IABs) to track student growth and proficiency in both ELA and Math. These tools provided ongoing, actionable data to support targeted instruction and intervention.

Additionally, district-wide concept check assessments were administered in K-2. These assessments are designed to replace the previous Math Expressions unit tests and are aligned with research-based math practices recommended by the National Council of Teachers of Mathematics (NCTM). They also support our instructional focus in Cognitively Guided Instruction (CGI) and PCC3 Math work, ensuring coherence and alignment with district-wide math initiatives.

In the 2025-2026 school year, we will administer district assessments as identified in the SPUSD Local and State Assessment Plan 2025-2026.

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase academic achievement at all grade levels in ELA and Math. This goal is inclusive of English Learners, Socio-economically Disadvantaged, Homeless, and Special Education students.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California State Dashboard and 2024 CAASPP results, Grace Thille Elementary faces significant challenges in academic achievement, particularly in Mathematics and English Language Arts (ELA). Only 24.09% of students met or exceeded standards in Math, and 42.13% in ELA. Performance disparities are more pronounced among subgroups, including English Learners (8.7% ELA, 5.3% Math), Socioeconomically Disadvantaged Students (39.2% ELA, 23.8% Math), and Students with Disabilities (10.3% ELA, 6.9% Math). With a student population that is 96% Hispanic and 93% economically disadvantaged, these results highlight a need for targeted academic support. To address these gaps, the school has implemented multiple assessments tailored by grade level: K–2 students are assessed using Core Phonics, Heggerty, and Literably, while grades 3–6 use STAR Reading and Math, FIABs, and IABs. Additionally, district-wide concept checks aligned with NCTM best practices and CGI/PCC3 frameworks were introduced to enhance math instruction and replace outdated unit tests. These efforts aim to provide targeted, data-driven instruction to close achievement gaps and support all learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome						Expected Outcome																														
CAASPP English Language Arts 2023-2024	<table border="1"> <thead> <tr> <th>Student Group</th> <th>Met /Exceeded</th> <th>Nearly Met</th> <th>Not Met</th> <th>Total Proficient 23-24</th> <th>Total Proficient 22-23</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>42%</td> <td>27%</td> <td>31%</td> <td>42%</td> <td>43%</td> </tr> <tr> <td>EL</td> <td>47%</td> <td>26%</td> <td>26%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>SED</td> <td>40%</td> <td>26%</td> <td>34%</td> <td>40%</td> <td>39%</td> </tr> <tr> <td>SWD</td> <td>3%</td> <td>22%</td> <td>74%</td> <td>3%</td> <td>4%</td> </tr> </tbody> </table>						Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23	Overall	42%	27%	31%	42%	43%	EL	47%	26%	26%	47%	40%	SED	40%	26%	34%	40%	39%	SWD	3%	22%	74%	3%	4%	Expected outcome for all grade levels is a minimum of a 8% increase for all student groups.
	Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23																															
	Overall	42%	27%	31%	42%	43%																															
	EL	47%	26%	26%	47%	40%																															
	SED	40%	26%	34%	40%	39%																															
	SWD	3%	22%	74%	3%	4%																															
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Met /Exceeded</th> <th>Nearly Met</th> <th>Not Met</th> <th>Total Proficient 23-24</th> <th>Total Proficient 22-23</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>42%</td> <td>40%</td> <td>18%</td> <td>42%</td> <td>N/A</td> </tr> <tr> <td>4th</td> <td>42%</td> <td>26%</td> <td>32%</td> <td>42%</td> <td>34%</td> </tr> <tr> <td>5th</td> <td>42%</td> <td>28%</td> <td>30%</td> <td>42%</td> <td>44%</td> </tr> <tr> <td>6th</td> <td>43%</td> <td>16%</td> <td>41%</td> <td>43%</td> <td>53%</td> </tr> </tbody> </table>						Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23	3rd	42%	40%	18%	42%	N/A	4th	42%	26%	32%	42%	34%	5th	42%	28%	30%	42%	44%	6th	43%	16%	41%	43%	53%	
	Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23																															
	3rd	42%	40%	18%	42%	N/A																															
	4th	42%	26%	32%	42%	34%																															
5th	42%	28%	30%	42%	44%																																
6th	43%	16%	41%	43%	53%																																

<p>CAASPP Mathematics 2023-24</p>	<table border="1"> <thead> <tr> <th>Student Group</th> <th>Met /Exceeded</th> <th>Nearly Met</th> <th>Not Met</th> <th>Total Proficient 23-24</th> <th>Total Proficient 22-23</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>24%</td> <td>30%</td> <td>46%</td> <td>24%</td> <td>35%</td> </tr> <tr> <td>EL</td> <td>30%</td> <td>24%</td> <td>46%</td> <td>30%</td> <td>34%</td> </tr> <tr> <td>SED</td> <td>23%</td> <td>31%</td> <td>47%</td> <td>23%</td> <td>29%</td> </tr> <tr> <td>SWD</td> <td>3%</td> <td>26%</td> <td>71%</td> <td>3%</td> <td>4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Grade</th> <th>Met /Exceeded</th> <th>Nearly Met</th> <th>Not Met</th> <th>Total Proficient 23-24</th> <th>Total Proficient 22-23</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>30%</td> <td>35%</td> <td>35%</td> <td>30%</td> <td>N/A</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>31%</td> <td>38%</td> <td>30%</td> <td>44%</td> </tr> <tr> <td>5th</td> <td>26%</td> <td>26%</td> <td>47%</td> <td>26%</td> <td>27%</td> </tr> <tr> <td>6th</td> <td>10%</td> <td>27%</td> <td>62%</td> <td>10%</td> <td>32%</td> </tr> </tbody> </table>	Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23	Overall	24%	30%	46%	24%	35%	EL	30%	24%	46%	30%	34%	SED	23%	31%	47%	23%	29%	SWD	3%	26%	71%	3%	4%	Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23	3rd	30%	35%	35%	30%	N/A	4th	30%	31%	38%	30%	44%	5th	26%	26%	47%	26%	27%	6th	10%	27%	62%	10%	32%	<p>Expected outcome for all grade levels is a minimum of a 6% increase for all student groups.</p>
Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23																																																									
Overall	24%	30%	46%	24%	35%																																																									
EL	30%	24%	46%	30%	34%																																																									
SED	23%	31%	47%	23%	29%																																																									
SWD	3%	26%	71%	3%	4%																																																									
Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 23-24	Total Proficient 22-23																																																									
3rd	30%	35%	35%	30%	N/A																																																									
4th	30%	31%	38%	30%	44%																																																									
5th	26%	26%	47%	26%	27%																																																									
6th	10%	27%	62%	10%	32%																																																									
<p>ELPAC</p>	<table border="1"> <thead> <tr> <th></th> <th>24-25</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>7.83%</td> <td>8.33%</td> </tr> <tr> <td>Level 2</td> <td>26.51%</td> <td>23.21%</td> </tr> <tr> <td>Level 3</td> <td>45.18%</td> <td>46.43%</td> </tr> <tr> <td>Level 4</td> <td>20.48%</td> <td>22.02%</td> </tr> </tbody> </table>		24-25	23-24	Level 1	7.83%	8.33%	Level 2	26.51%	23.21%	Level 3	45.18%	46.43%	Level 4	20.48%	22.02%	<p>Expected outcome for all grades 1st-6th to increase RFEF students by 10%.</p>																																													
	24-25	23-24																																																												
Level 1	7.83%	8.33%																																																												
Level 2	26.51%	23.21%																																																												
Level 3	45.18%	46.43%																																																												
Level 4	20.48%	22.02%																																																												
<p>Literably</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>Exceeds Expectations</th> <th>Meets Expectations</th> <th>Approaches Expectations</th> <th>Did not meet expectations</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>22%</td> <td>16%</td> <td>59%</td> <td>3%</td> </tr> <tr> <td>1st</td> <td>41%</td> <td>2%</td> <td>20%</td> <td>37%</td> </tr> <tr> <td>2nd</td> <td>60%</td> <td>8%</td> <td>15%</td> <td>17%</td> </tr> </tbody> </table>	Grade	Exceeds Expectations	Meets Expectations	Approaches Expectations	Did not meet expectations	K	22%	16%	59%	3%	1st	41%	2%	20%	37%	2nd	60%	8%	15%	17%	<p>Expected outcome for all grade levels is a minimum of a 8% increase in all reading levels.</p>																																								
Grade	Exceeds Expectations	Meets Expectations	Approaches Expectations	Did not meet expectations																																																										
K	22%	16%	59%	3%																																																										
1st	41%	2%	20%	37%																																																										
2nd	60%	8%	15%	17%																																																										

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Data Chats	All teachers attend data chats during the instructional day to collaborate and conduct data analysis. This expenditure will cover substitute teachers & fringes.	All students	\$6,000	Title 1
Instructional Aide in Kinder	Additional hours for Kinder IAs. -extend by 3 hours for the 1st month of school plus fringe benefits.	Kinder students	\$7,339	Title 1
Software Programs	Purchase/renew software licenses and applications for educational use to help remediate or advance student learning.	K-6	TBD	Title 1
After school tutoring	Teachers to offer after school intervention based on reading or math data. (\$3,000 funds 1 teacher for 2 days a week for 25 weeks).	Students who are in need of intervention services.	\$3,670	Title 1

ANNUAL REVIEW

SPSA Year Reviewed: 2024-25

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

This school year, all grade-level teams at Grace Thille participated in one round of data chats supported by reading intervention specialists, administration, and RSP teachers as available. These meetings focused on reviewing student progress data and planning next steps for instruction and support. To address identified learning gaps, a variety of intervention programs were implemented. Supplemental resources such as Math Dreambox for K-6 and Reading Dreambox for 3rd-6th were purchased to support differentiated instruction, while Lexia for grades K-6th and IXL for grades 4th/5th were made available to strengthen reading and math skills through personalized practice. In the second semester, after-school intervention was offered in one 1st grade and one 2nd grade classroom to provide targeted academic support for students performing below grade level. Additionally, both kindergarten classes were assigned a full-day instructional assistant at the start of the year for one month. These instructional assistants played a crucial role in helping young learners adjust to school routines by modeling classroom expectations, supporting small group learning, reinforcing positive behavior, assisting with transitions, and providing one-on-one support to ensure students felt safe, engaged, and successful during the foundational first weeks of school.

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

There were budget expenditure differences due to a budget cut of \$9,593.00. Although the plan was carried out, some items were funded out of other account/s.

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

No changes will be made.

Goal 2:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To enhance student engagement and increase family involvement, families must be given the opportunity to learn about current educational practices, as well as strategies for how to support their children at home. In addition, students must participate in enriching learning opportunities to increase engagement, both within and outside of the school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education/Training	5 in attendance	10
ELAC Meeting attendance	5 in attendance	10
Coffee w/Principal	6 in attendance	12
PTO/PTA Meetings	7 in attendance	15
School Clubs	5 club offerings	8
School Wide Festivals	2 per year	2 per year
Field trips	minimum of 1 per grade level	minimum of 1 per grade level
AVID Parent -	30 in attendance	40-45

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Parent Education	Parent participation in annual local and/or state level conferences, such as CAFE, and/or other workshops for parents	All students and their families	\$1,957	Title 1
Enrichment Student Study Trips	Student study trips, inclusive of chaperone entrance fees, if needed, for all grade levels that are standards-based in nature and will enhance student engagement.	All students	\$3,000	Title 1
Enrichment Student Study Trips	Student study trips transportation.	All students	\$10,000	Title 1
Cooperative Learning Equipment	Equipment will offer students with enrichment opportunities and allow more choice for students.	All students	\$3,000	Title 1
Library books	Purchase of library books to enhance our book selections, support our AR program and our Battle of the Books challenge, book vending machine.	All students	\$5,000	Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

During the school year, several Grace Thille parents participated in PIQUE, a parent education program offered by the district. Site funds were not used for these parent trainings. However, we did offer a parent training hosted by Westminster clinic on parenting classes titled Parents Raising Children in a Safe Environment. The following were the course topics: 1. Child Dev and what affects it; 2. Conflict Management; 3. Depression; 4. Mass Media; 5. Positive Discipline; 6. Children and Violence; 7. How to handle anger; 8. Parenting Styles. This was an 8 week course offered during after school hours. To support student wellness, new PE equipment was purchased, providing students with the tools needed to engage in physical activity and develop important social-emotional and physical skills. The school also continued its momentum with the Be Kind program, which promotes positive character traits such as empathy, respect, responsibility, and kindness. The program began with an energetic, schoolwide assembly that set a positive tone for the year and encouraged a strong, inclusive school culture.

All students in TK–6 had the opportunity to attend at a minimum of one study trip aligned with content standards. Additional trips were possible through district support and generous contributions from our PTO. 6th grade students visited UCSB to explore college and career pathways, while 4th and 5th grade students participated in memorable end-of-year trips, made possible through PTO contributions in addition to their Title I-funded experiences.

In addition, students in grades 3–6 participated in Battle of the Books, an engaging reading competition that encourages students to read a variety of books and demonstrate their comprehension through friendly competition. At the moment, Grace Thille is proud to be the only school in the district participating in this enriching opportunity, which fosters a love of reading, teamwork, and academic achievement.

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

Parents did not attend local/state conferences that were funded through Title 1. However, parents did attend the parenting classes offered on site as outlined in paragraph above.

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

Funding for book purchases will be added in order to enhance our library book selection and continue to support our AR and Battle of the Books activities.

We will work to increase parent participation by offering workshops both during and after school.

Goal 3:

Decrease the number of school suspensions and chronic absenteeism.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our suspension rate of .5% is considered low according to the California Dashboard. However, we will continue to identify a plan to maintain our low percentages for this plan.

Although Grace Thille's Chronic absenteeism declined by 11.4% our rate of 20.3% is still considered high.

2023-2024: 20.3%

2022-2023 rate: 31.6%

This severely impacts student achievement, especially for vulnerable populations.

Steps taken to address these areas:

To address and reduce chronic absenteeism, a proactive and multi-tiered approach was implemented with the support of our Outreach Specialist. Weekly monitoring of attendance data occurred in order to identify early warning signs and recognizing strong attendance through classroom incentives like our traveling trophy. Early family engagement through phone calls helped address issues as they arose, while resources and referrals are provided for barriers such as transportation, health, or housing. For students with multiple unexcused absences, SART meetings are held to develop individualized attendance plans with clear expectations and support. In more serious cases, SARB referrals are prepared with district officials, and families are supported through the process to ensure follow-through. Home visits were conducted when necessary to build relationships and offer direct assistance. Ongoing support includes referrals to counseling, mental health services, and community resources to help students and families overcome obstacles to regular attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data Quest	2023-2024 Chronically absent rate at 20.3%	2024-2025 Chronically Absent 18%
Data Quest	2023-2024 Rates: Suspension - .5 % Expulsion - 0%	2024-2025 Rates: Suspension - 0% Expulsion - 0%

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Counseling Services	Counselor to support through counseling and Restorative Justice practices. These funds will be utilized to purchase necessary materials such as sensory items, books, and other tools to support the counseling process. In addition, these funds will be utilized for school wide events that promote emotional well being such as Red Ribbon Week and Mental Health Awareness activities.	Students who participate in counseling services.	\$500	Title 1
Awards & Incentives	Students will be provided with awards and incentives. Weekly classroom recognition with highest attendance percentage. Semester attendance awards and incentives. AVID supplies to promote AVID skills and recognitions.	All	\$4,500	Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Our school counselor played a key role in supporting both individual student needs and the overall school climate. Through individual counseling sessions, Mr. A provided a safe space for students to process emotions, build coping skills, and receive personalized support. In collaboration with the school’s outreach specialist, the Mr. A also contributed to a positive and inclusive school environment by organizing school wide events. These included Red Ribbon Week activities that promoted healthy choices and drug prevention, as well as engaging lunchtime events during Mental Health Awareness Week in May, aimed at reducing stigma and encouraging open conversations around emotional well-being. Together, these efforts helped foster a supportive school culture where all students feel seen, heard, and valued.

Students were recognized and celebrated for their achievements during grade level awards event. Certificates were presented to students who demonstrated outstanding character traits, maintained perfect attendance, and earned a place on the honor roll. Students are also recognized for exhibiting AVID skills such as organizational skills, leadership, and growth mindset awards. In addition, students who performed exceptionally well on the CAASPP were awarded medals, highlighting their academic success and hard work.

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

There were budget expenditure differences due to a budget cut of \$9,593.00. Although the plan was carried out, some items were funded out of other accounts.

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

No changes will be made.

Goal 4:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Grace Thille, we are committed to creating a safe, inclusive, and welcoming environment where all students, staff, and families feel valued and supported. The arts play a powerful role in achieving this by offering students creative outlets to express themselves, celebrate their identities, and build connections with others. When students feel a strong sense of belonging, it positively impacts their attendance, academic achievement, and overall well-being. Alongside the arts, our positive behavior program further supports this goal by recognizing and reinforcing positive choices through Thille Tickets and social-emotional learning assemblies. This preventative approach encourages kindness, responsibility, and emotional growth, while also providing consistent opportunities to celebrate student success and model expected behaviors.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SP Arts Council	Parent Workshops - baseline year	2 family night events
Thille Mart	Baseline year	6 school wide visits
Assemblies	1 per year	2-3 per year

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
SP Arts Council	Family Art Nights	All students	\$3,500	Title 1
Positive Social/Emotional Supports	Students will be rewarded with Thille tickets and will be able to purchase prizes at our Thille mart. Counselor to support our Academic Ambassadors and Guiding Angels Program.	All students	\$3,000	Title 1
Assemblies	Assemblies and education programs aimed at increasing student engagement, character traits, anti-bullying, and increasing academic achievement.	All students	8,392	Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

This year Grace Thille continued with the momentum of our year two with the Be Kind Program. This program focuses on monthly character traits and it provides teachers with resources on social emotional supports. Mr. A implemented our Guiding Angels program as well as the Academic Ambassadors program.

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

Thille Mart was not implemented. Team will be identified to coordinate this effort.

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

In addition to our current plan we will add a parent event and assemblies. This strategy aims to increase parent participation while promoting the arts.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$59,858.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Overall total of funds included for this school: **\$59,858.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$59,858.00

Subtotal of additional federal funds included for this school: **\$59,858.00**

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 (\$)
N/A	\$0.00

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

Total of federal, state, and/or local funds for this school: **\$59,858.00**

Title I Allocations – 2025-2026

2025-2026 Title 1 Budget Name of School: Grace Thille

		Resource	Title I	Remarks
		Allocation: 25-26		
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	\$6,000.00	Data Chats
1103	1000	Tchr. Extra Duty	\$3,670.00	After School Intervention
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	\$7,339.00	
2103	1000	IA Extra Duty - Translating		
2200	2420	Library Asst.		
2203	2420	Library extra duty		
2402	2700	Clerical sub.		
2403	2700	Cler. Extra Duty		
2940	1000	Noon Duty		
3000	1000	Fringes		
4200	1000	Other Books- students		
4200	3110	Other Books - counselor	\$500.00	
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$10,500.00	Avid supplies, Awards and Incentives(\$4500), Student Store(\$3,000), PE Equipment(\$3,000)
4300	2420	Supplies - Library	\$5,000.00	
4300	2495	Supplies – Parent Inv.	\$1,957.00	
4300	2700	Supplies – Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds		
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment		
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.	\$8,392.00	Assemblies
5800	1000	Prof. Serv. Inst	\$6,500.00	SP Art Museum (\$3,500); Study Trip entrance fees for students, staff, & chaperones (\$3,000)
5860	1000	Transportation	\$10,000.00	
Total Spent			\$59,858.00	
Available Balance			0.00	

SSC Chair Signature: [Signature]

Date: 5/20/25

Principal Signature: [Signature]

Date: 5/20/25

References

2023-2024 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	46	45	45	24.44%	17.78%	40.00%	17.78%
Male	24	24	24	25.00%	16.67%	41.67%	16.67%
Female	22	21	21	23.81%	19.05%	38.10%	19.05%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	45	45	24.44%	17.78%	40.00%	17.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43	42	42	23.81%	19.05%	38.10%	19.05%
English Learners	25	24	24	16.67%	12.50%	45.83%	25.00%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2023-24						
	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	46	46	46	6.52%	23.91%	34.78%	34.78%
Male	24	24	24	12.50%	20.83%	41.67%	25.00%
Female	22	22	22	0.00%	27.27%	27.27%	45.45%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	46	46	6.52%	23.91%	34.78%	34.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43	43	43	6.98%	23.26%	34.88%	34.88%
English Learners	25	25	25	8.00%	16.00%	32.00%	44.00%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

2023-2024 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	64	62	62	20.97%	20.97%	25.81%	32.26%
Male	29	29	29	24.14%	20.69%	24.14%	31.03%
Female	35	33	33	18.18%	21.21%	27.27%	33.33%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	59	58	58	20.69%	22.41%	24.14%	32.76%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	59	57	57	19.30%	21.05%	26.32%	33.33%
English Learners	29	28	28	0.00%	14.29%	32.14%	53.57%
Students with Disabilities	12	11	11	0.00%	0.00%	36.36%	63.64%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2023-24						
	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	64	63	63	7.94%	22.22%	31.75%	38.10%
Male	29	29	29	10.34%	20.69%	37.93%	31.03%
Female	35	34	34	5.88%	23.53%	26.47%	44.12%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	59	59	59	8.47%	23.73%	30.51%	37.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	5	4	4	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	59	58	58	6.90%	22.41%	31.03%	39.66%
English Learners	29	29	29	0.00%	6.90%	41.38%	51.72%
Students with Disabilities	12	11	11	0.00%	0.00%	36.36%	63.64%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

2023-2024 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	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	53	53	53	16.98%	24.53%	28.30%	30.19%
Male	30	30	30	20.00%	13.33%	30.00%	36.67%
Female	23	23	23	13.04%	39.13%	26.09%	21.74%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	51	51	51	17.65%	25.49%	29.41%	27.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	44	44	44	15.91%	18.18%	29.55%	36.36%
English Learners	11	11	11	0.00%	0.00%	27.27%	72.73%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2023-24						
	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	53	53	53	18.87%	7.55%	26.42%	47.17%
Male	30	30	30	26.67%	13.33%	10.00%	50.00%
Female	23	23	23	8.70%	0.00%	47.83%	43.48%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	51	51	51	19.61%	7.84%	27.45%	45.10%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	44	44	44	11.36%	9.09%	27.27%	52.27%
English Learners	11	11	11	0.00%	9.09%	0.00%	90.91%
Students with Disabilities	8	8	8	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

2023-2024 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	58	56	56	8.93%	33.93%	16.07%	41.07%
Male	31	30	30	3.33%	26.67%	16.67%	53.33%
Female	27	26	26	15.38%	42.31%	15.38%	26.92%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	55	54	54	9.26%	35.19%	16.67%	38.89%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	55	54	54	9.26%	33.33%	14.81%	42.59%
English Learners	13	11	11	0.00%	9.09%	9.09%	81.82%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	58	58	58	3.45%	6.90%	27.59%	62.07%
Male	31	31	31	0.00%	9.68%	25.81%	64.52%
Female	27	27	27	7.41%	3.70%	29.63%	59.26%
African American							
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	55	55	55	3.64%	7.27%	29.09%	60.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	55	55	55	3.64%	7.27%	29.09%	60.00%
English Learners	13	13	13	0.00%	0.00%	7.69%	92.31%
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	4	4	4	*	*	*	*

School-Parent/Home Compact

Grace Thille School
Home and School Compact
2025 – 2026

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
2025 – 2026**

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 Master Plan. Childcare and interpreting are available at each meeting.*
 - *Invite parents to PTA 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 PTA.*
 - *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. [20USC 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, PTA 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, PTA 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 2025-2026 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.

Grace Thille School
2025 – 2026 Parent Involvement Calendar

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

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 2025-2026 school year, Grace S. Thille’s teachers will focus on the following staff development topics (proposed list subject to change based on district initiatives):

- English Language Development
- 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

Betsey Chavez, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2023-24 ACTIVITY PUBLISHED IN 2024-25

Principal's Message

Dear Grace Thille Families:

It is my pleasure to welcome you to the 2024 – 2025 school year! It is a special honor to return to the school where I began my teaching career 20 years ago. I am extremely proud to serve as the Principal of this amazing learning community and to continue to support the students of Grace Thille! 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 will continue 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, 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.

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 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% homeless youth.

District Vision & Mission

Vision:
Committed to serving every student every day.

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

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

Board of Trustees
Mrs. Anna Villicana-Arroyo, President
Mr. Tommy Frutos, Vice President
Dr. Daniel Sandoval, Clerk
Mr. Manuel Minjares, Member
Mr. Nathan Ramos Rodriguez, Member

District Administration
Mr. Jeffrey Weinstein
Superintendent

Dr. David Moore
Associate Superintendent
Educational Services

Dr. Georgina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Dr. Marguerite Williams
Chief Business Officer

Contents
Principal's Message
District & School Description
Local Control Accountability Plan (LCAP)
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
SARC Data & Internet Access
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2024.

Grace S. Thille Elementary School

1

2023-24 School Accountability Report Card

38

Grace S. Thille Elementary School

During the 2023-24 school year, Grace S. Thille Elementary served 335 students in grades TK-6. Student enrollment included 50.4% qualifying for English learner support, 15.7% students identified with a disability, 88.8% enrolled in the Free or Reduced Price Meal program, 1.6% migrant, and 7.2% homeless youth.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.7%	TK	21
Male	49.3%	Kinder	42
Non-Binary	0.0%	Grade 1	48
American Indian or Alaskan Native	0.0%	Grade 2	48
Asian	0.0%	Grade 3	47
Black or African American	0.3%	Grade 4	64
Filipino	0.0%	Grade 5	51
Hispanic or Latino	96.3%	Grade 6	54
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.5%		
White	2.9%		
English Learners	50.4%		
Foster Youth	0.0%		
Homeless	7.2%		
Migrant	1.6%		
Socioeconomically Disadvantaged	88.8%	Total Enrollment	375
Students with Disabilities	15.7%		

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
- Fall Festival
- Fundraising Events
- Music Programs
- Parent Education
- Principal Coffee / ELAC
- Red Ribbon Week
- Spelling Bee
- Student Performances
- Student Recognition Assemblies
- Visual and Performing Arts Residencies

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
	22-23	23-24	22-23	23-24	22-23
Science (Grades 5, 8, & 10)	20	24.53	14.59	15.95	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)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	53	53	100.00%	0.00%	24.53%
Female	23	23	100.00%	0.00%	21.74%
Male	30	30	100.00%	0.00%	26.67%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	51	51	100.00%	0.00%	25.49%
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	20.59%
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)										
2023-24										
	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	221	216	97.74%	2.26%	42.13%	221	220	99.55%	0.45%	24.09%
Female	107	103	96.26%	3.74%	47.57%	107	106	99.07%	0.93%	19.81%
Male	114	113	99.12%	0.88%	37.17%	114	114	100.00%	0.00%	28.07%
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	211	208	98.58%	1.42%	43.27%	211	211	100.00%	0.00%	25.12%
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White										
English Learners	78	74	94.87%	5.13%	16.22%	78	78	100.00%	0.00%	11.54%
Foster Youth										
Homeless	13	13	100.00%	0.00%	38.46%	13	13	100.00%	0.00%	30.77%
Military										
Socioeconomically Disadvantaged	158	154	97.47%	2.53%	38.31%	158	157	99.37%	0.63%	22.93%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	32	31	96.88%	3.12%	3.23%	32	31	96.88%	3.12%	3.23%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English Language Arts/Literacy	43	42	29	34	46	47
Mathematics	35	24	18	20	34	35

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.

School News

Parents stay informed on upcoming events and school activities through flyers, 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/ca/.

Physical Fitness

In the spring of each year, Grace Thille Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California

California Physical Fitness Test Results					
2023-24					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT requires only participation results 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.

Item Inspected	School Facility Good Repair Status			Repair Status	Repair Needed and Action Taken or Planned
Inspection Date: October 28, 2024	Good	Fair	Poor		
Systems	✓				
Interior Surfaces	✓				
Cleanliness	✓				
Electrical	✓				
Restrooms / Fountains	✓				
Safety	✓				
Structural	✓				
External	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair	Poor	
Overall Summary	✓				

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

schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

School Facilities & Safety

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

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

2023-24 Campus Improvements:

- Installation of sink and cabinet in room 14
- Improvements to perimeter fencing

2024-25 Planned Campus Improvements:

- Flooring replacement in room 1
- Perimeter fencing upgrades

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
- Kitchen/cafeteria cleaning
- Restroom cleaning
- Trash removal
- Office cleaning
- Staff lounge cleaning

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

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

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

Deferred Maintenance

Grace S. Thille Elementary School had deferred maintenance projects completed in 2023-24 in the amount of \$49,573. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for fencing improvements.

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 28, 2024. 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 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

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

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

code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2025.

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. A crossing guard and campus supervision is on duty to ensure students safely cross the street in three separate locations. As students arrive on campus each morning, school staff are strategically assigned to designated entrance areas and the playground. During recess campus supervision assistants monitor playground activity. Campus supervision assistants 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, teachers, and a crossing guard monitor student behavior to ensure a safe and orderly departure. All teachers walk students to the front of the school, and the crossing guard monitors all street crossings in front of the school site.

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 Graphic Design Club, Yearbook, Robotics, Student Council, Book or Homework Club, STAR Nova program, Academic Ambassadors, Big Brothers and Big Sisters, and the ASPIRE Program, which provides homework time and enrichment classes or activities.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	394	390	79	20.30%
Female	202	198	43	21.60%
Male	192	191	36	18.80%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	376	375	72	19.20%
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	15	12	7	58.30%
English Learners	200	199	40	20.10%
Foster Youth				
Homeless	29	29	8	27.60%
Socioeconomically Disadvantaged	354	350	73	20.90%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	76	18	23.70%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	0.56%	0.00%	0.51%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	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	0.51%	0.00%
Female	0.50%	0.00%
Male	0.52%	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	0.53%	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	0.50%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.56%	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.

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.

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 2023-24 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.

Grade Level	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2023-24				
K	21.0		2	
1	24.0		2	
2	24.0		2	
3	24.0		2	
4	21.0		3	
5	26.0		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 2023-24 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:

- Advancement Via Individual Determination (AVID)
- Branding Planning (Literature/Writing/Arts)
- Data Team Data Analysis
- Dreambox
- ELPAC
- Project-Based Learning (PBL)
- Social Emotional Learning (SEL) / Positive Behavior Interventions and Supports (PBIS)

During the 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2022-23	0 days
<ul style="list-style-type: none"> • CORE Learning - Literacy Services • CGI Math - Teacher Learning Center • Report Card Entry Training for Q • EL Shadowing 	
2023-24	2 days
<ul style="list-style-type: none"> • Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training 	
2024-25	2 days
<ul style="list-style-type: none"> • CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment 	

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.

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%

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 25, 2024, 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 2024-25:5 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2024-25 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 sixth grades. English Learner students also receive integrated language support throughout the day in their core curricular areas.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	0	0

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

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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.8	100	213.6	89.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	1.19	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	12.8	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.2	0.93	11953.1	4.28
Unknown	0	0	7.2	3.03	15831.9	5.67
Total Teaching Positions	15.8	100	238.7	100	279044.8	100

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	100	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	0.91	11746.9	4.23
Unknown	0	0	8.7	3.34	14303.8	5.15
Total Teaching Positions	17.5	100	261.8	100	277698	100

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.

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 to five days per week to advance their literacy skills. After school Homework Club, as well as reading, writing, and math intervention, is offered to identified students. In addition to academic support, we recognize the importance of nurturing students' emotional and social well-being. The Guiding Angels program is designed to support students' social-emotional well-being by providing mentorship to those who need stronger connections with adults or the school community. The program aims to assist students socially, emotionally, and behaviorally, fostering a more thoughtful and peaceful atmosphere on campus. Through mentorship, the program seeks to enhance students' overall school experience and help them thrive in a supportive environment. 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.

Academic Counselors and Other Support Staff 2023-24		
	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	0.4

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

District Expenditures

Salary & Budget Comparison

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

Teacher and Administrative Salaries 2022-23		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	88,653	85,386
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,830	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

Expenditures Per Student

For the 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
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	13,108	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,760	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,348	10,184	111.4%	10,771	94.6%
Average Teacher Salary	98,558	90,423	N/A	87,655	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 2022-23 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies

- Learning Communities for School Success Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: 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, IV
- 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.

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.