

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 July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

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

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

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

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

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

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

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 _____.

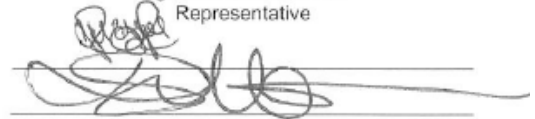
Recommendations and Assurances

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: 5/12/26.

Attested:


Betsey Chavez, Principal


SSC Chairperson

5-12-2026
Date

May 12th 2026
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				
LaNita Ayach		X			
Terri Bruketta		X			
Gerry Saucedo		X			
Abigail Puga			X		
Aelaida Campa				X	
Alexis Esperanza				X	
Jennifer Garcia				X	
Alejandra Mangana				X	
Irma Munoz				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 Ruiz				X	
Alma Diaz				X	
Lizbeth Vazquez				X	
Juan Ojeda				X	
Number of members in each category	1			4	

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

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

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

District information

District Profile

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

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

District Vision

Committed to serving every student every day.

District Mission

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

District LCAP Goals

SANTA PAULA UNIFIED SCHOOL DISTRICT
LCAP Summary 2026–2027
Local Control and Accountability Plan
**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 by a highly skilled team in a safe, supportive learning environment, while remaining fiscally responsible.

STATE PRIORITIES ADDRESSED

- 1 Basic Services or Basic Conditions at Schools
- 3 Parent Engagement
- 5 Student Engagement
- 7 Access to a Broad Course of Study

- 2 Implementation of State Academic Standards
- 4 Student Achievement
- 6 School Climate
- 8 Outcomes in a Broad Course of Study

GOAL 1 College, Career & Life Readiness

The district will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. Progress is measured by the key performance indicators in Metrics — Goal 1.

- P1a Professional Development
- P1b Data Service Specialist
- P1c Directors of Elementary & Secondary
- P1d TK and K Bilingual IAs
- P1e Expanded TK/Preschool
- P1f DLI Support
- P1g ELD Task Force
- P1h Newcomer Teacher
- P1i AP Program/Exam Fees
- P1j CTE Support
- P1k Field Trips — Standards Aligned K-6 / University (6,8, & 10)
- P1l Music Program
- P1m AVID Program
- P1n Additional Elective Classes
- P1o Credit Recovery
- P1p A-G Completion Rate SPHS
- P1q TK-12 ELD TOSA
- P1r ELD Standards and Curriculum

GOAL 3 Engagement, Family Partnership & Climate

Student Engagement: engaging students through innovative site academies, project-based learning, and differentiated pathways. Parental Involvement: strengthening parent engagement through diverse participation opportunities. School Climate: enhancing student safety, well-being, and success through a comprehensive Multi-Tiered System of Supports (MTSS) addressing academic, social-emotional, and mental health needs.

- P3a Support Educational Outcomes / Development of Academies
- P3b STEAM TOSA
- P3c Mentoring Program
- P3d Restorative Justice
- P3e PBIS – Positive Behavior
- P3f Counselors/Mental Health
- P3g Wellness Center Support
- P3h Support Teen Parents
- P3i Parent Involvement
- P3j District Communication
- P3k MTSS/Attendance

GOAL 2 Literacy & Math Proficiency

The district will ensure all students achieve grade-level proficiency in literacy and math through evidence-based instruction, targeted interventions, and progress monitoring (Metrics — Goal 2), focusing on equity and closing gaps for English Learners, Foster Youth, Low-Income, and students with disabilities.

- P2a Itinerant Academic Support Teachers
- P2b Literacy Support
- P2c Parent Literacy Academy
- P2d Supplemental Math & Science Resources
- P2e Reading Supports (K-6)

GOAL 4 Equitable Conditions for Learning

The district will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities, providing rigorous standards-aligned curriculum, and regularly addressing disparities in resources and opportunities.

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

GOAL 5 Renaissance HS — Student Stability

With the collaboration of staff, parents, and students, Renaissance High School will increase the school's student stability rate to 80%.

- P5a Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

Provide outreach support services to improve student attendance, engagement, and stability.

- P6a Community School Outreach Coordinator

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

School Information

School Profile

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:

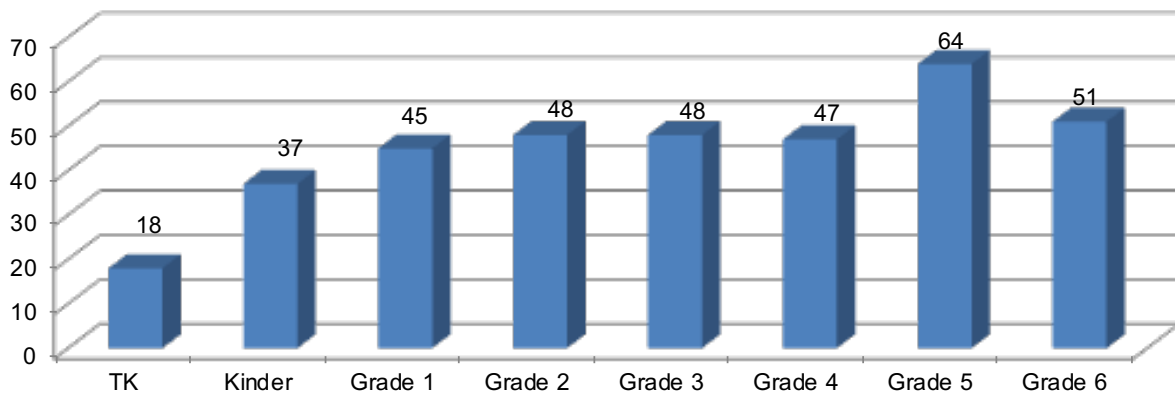
- **Language Arts:** Wonders ELA is used daily during the Language Arts period for grades K-5 and StudySync for grade 6. These programs are aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed through the io Assessment system. 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 for grades K-5 and CPM Educational Program's CC1 for grade 6. These programs are 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 and History Alive for grade 6. These programs are aligned with the Common Core State Standards.
- **Science:** Grace Thille uses the Twig Science program, the District-adopted core curriculum for K-5 and Inspire Science for grade 6. These programs are aligned with the California State Content Standards.

School Mission

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.

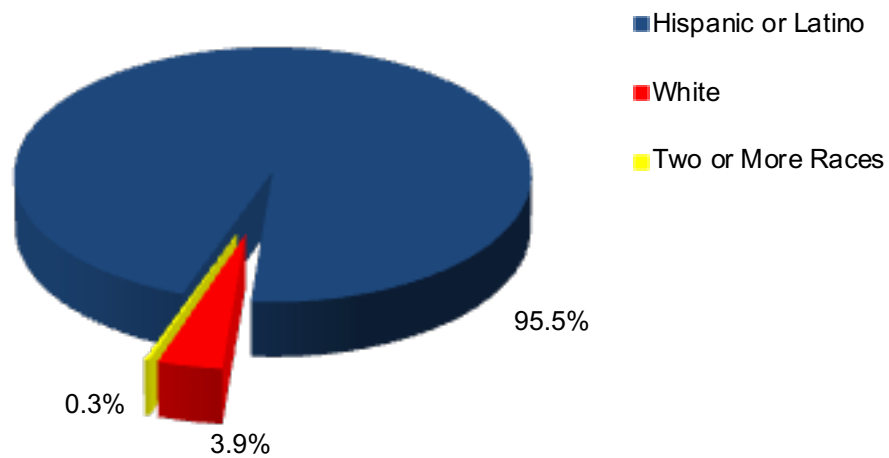
Student Enrollment by Grade

Source: Data Quest 2025-2026



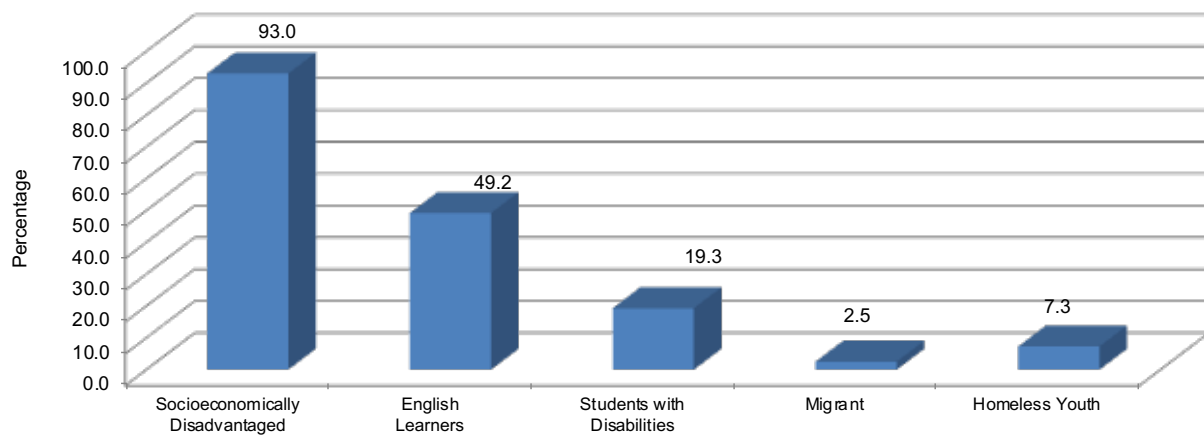
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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 2026-27 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, 2026	

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	4/30/2026; 5/12/2026
ELAC	5/1/2026

Comprehensive Needs Assessment

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

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 2024–25 CAASPP results, 55.63% of students met or exceeded the standard in ELA, while 25.73% met or exceeded the standard in Math. Although these rates are significantly below the California state averages, identifying academic performance as a critical area for schoolwide improvement.

When examining subgroup performance, the following scores were identified:

- English Learners: 16.22% met or exceeded standards in ELA and 35.43% in Math.
 - English Learners showed modest improvement from 2023–2024 to 2024–2025, but overall performance remains significantly below grade-level standards.

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.

- Socioeconomically Disadvantaged Students: 41.45% met or exceeded the ELA standard, and 24.49% in Math.
 - While these results indicate stability with slight improvement in ELA, overall proficiency levels remain below desired benchmarks, particularly in Mathematics.
- Students with Disabilities: Students with disabilities increased from 3.23% to 20.69% of students meeting or exceeding benchmark expectations in ELA, representing a 17.46 percentage-point increase from the previous year. This significant growth may be attributed to targeted interventions, increased collaboration between general education and special education staff, consistent progress monitoring, and the implementation of differentiated instructional supports aligned to individual student needs. In math students increased from 3% to 6.90%.

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 2025 CAASPP results, Grace Thille Elementary faces significant challenges in academic achievement, particularly in Mathematics and English Language Arts (ELA). Only 25.73% of students met or exceeded standards in Math, and 55.63% in ELA. Performance disparities are more pronounced among subgroups, including English Learners (16.22 ELA, 35.43% Math), Socioeconomically Disadvantaged Students (41.45% ELA, 24.49% Math), and Students with Disabilities (20.69% 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 Amira, while grades 3–6 use Math & ELA FIABs and IABs. Additionally, district-wide concept checks aligned with NCTM best practices and CGI/PCC3 frameworks were continued 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 2024-2025	Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 24-25	Total Proficient 23-24	Expected outcome for all grade levels is a minimum of a 5% increase for all student groups.
	Overall	55.63	23.94	20.42	55.63	42%	
	EL	16.22	43.24	40.54	16.22	16.22	
	SED	41.45	30.05	28.50	41.45	40%	
	SWD	20.69	27.59	51.72	20.69	3.23%	
	Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 24-25	Total Proficient 23-24	
	3rd	40%	30%	30%	40%	42%	
	4th	43%	33%	24%	43%	42%	
	5th	54%	26%	20%	54%	42%	
	6th	26%	33%	41%	26%	43%	

CAASPP Mathematics 2023-24

Student Group	Met /Exceeded	Nearly Met	Not Met	Total Proficient 24-25	Total Proficient 23-24
Overall	25.73	30.58%	43.69%	25.73%	24%
EL	35.43%	32.28%	32.28%	35.43%	30%
SED	24.49%	30.61%	44.90%	24.49%	23%
SWD	6.90%	37.93%	55.17%	6.90%	3%

Grade	Met /Exceeded	Nearly Met	Not Met	Total Proficient 24-25	Total Proficient 23-24
3rd	28%	27%	44%	28%	30%
4th	32%	37%	30%	32%	30%
5th	27%	38%	35%	27%	26%
6th	16%	19%	65%	16%	10%

Expected outcome for all grade levels is a minimum of a 5% increase for all student groups.

ELPAC

	25-26	24-25	23-24
Level 1	8.4%	7.83%	8.33%
Level 2	19.3%	26.51%	23.21%
Level 3	39.1%	45.18%	46.43%
Level 4	33.2%	20.48%	22.02%

Expected outcome for all grades 1st-6th to increase RFEP students by 10%.

Amira

(Beginning Of Year)

Grade	Above (Green)	On Track (Yellow)	Catch Up (Red)
K (Middle of Year)	0.05%	63.6%	36.3.%
1st	25%	61%	13.8%
2nd	21%	56.4%	23%

(End Of Year)

Grade	Above (Green)	On Track (Yellow)	Catch Up (Red)
K	22.7%	59%	36%
1st	52.6%	26.3%	21%
2nd	45%	40%	15%

(Growth for the year)

Grade	Above (Green)
K	22.65%
1st	27.6%
2nd	24%

Expected outcome for all grade levels is a minimum of a 8% increase in all reading levels.

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	\$6,553	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	\$7,500	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-approx 1 semester).	Students who are in need of intervention services.	\$3,600	Title 1

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

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

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

Our Thille staff successfully held 2 data days. One in the beginning of the year to analyze beginning of year scores and create proper/strategic intervention groups. Then we held our second round at the end of first semester to analyze growth and intervene where necessary based on students scores on exams outline in the SPUSD local assessment plan. Our Kinder IA provided support for additional hours in the beginning of the year. This support is greatly needed as students are learning how to transition into a school setting and many of our students come with no prior knowledge or experience. We did offer after school intervention to our 2nd grade students. This allowed for much needed support in the areas of reading and math. Overall in the area of Language arts we met our target of increasing by approximately 8%. In the area of math, although we didn't quite meet the 6% mark each subgroup increased between 2%-5%.

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

One difference between the intended implementation and the actual implementation was the level of staffing available to support after-school intervention services. Ideally, we had hoped that additional teachers would sign up to provide after-school tutoring so that we could expand supports to serve a greater number of students. The original plan also included offering targeted intervention support for a group of primary grade students who would benefit from additional academic assistance beyond the instructional day. However, due to the limited number of personnel available and willing to support after-school intervention, we were unable to fully implement the program as originally intended. As a result, the scope of services provided was more limited than anticipated, impacting the number of students who could receive additional support.

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

This goal aligns with the District's LCAP Goal 1. We will closely monitor our progress using multiple data measures to ensure that teachers are effectively using data to guide instruction and support student growth. Our intervention classes will be more targeted towards students who are Nearly or Not Met on State Standards/District Benchmarks in grades K through 6.

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 Outcome25-26	Expected Outcome 26-27
Parent Workshops	5 in attendance	10
ELAC Meeting attendance	5-8 in attendance	10
Coffee w/Principal	10 in attendance	15
PTO/PTA Meetings	7 in attendance	15
School Clubs	6 club offerings	8
School Wide Festivals	1 per year	2 per year
Field trips	minimum of 1 per grade level	minimum of 1 per grade level
AVID Parent Meeting	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	\$969	Title 1
Parent Workshops	Purchase refreshments, supplies and materials for parent meetings and workshops.	All students and their families	\$1,000	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
Library books	Purchase of library books to enhance our book selections, support our Battle of the Books challenge.	All students	\$3,000	Title 1

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

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

Goal Analysis:

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

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

All TK–6 students had the opportunity to participate in at least one standards-aligned field trip. Additional experiences were made possible through district support and the generous contributions of our PTA. Sixth-grade students visited UCSB to explore college and career pathways, while our fifth-grade students took part in a memorable end-of-year trip to CSUCI through additional district LCAP funds.

Students in grades 3–6 also participated in Battle of the Books, an engaging reading competition that promotes reading a wide range of texts and demonstrating comprehension through friendly, team-based challenges. To further support literacy development, we have incorporated the use of a book vending machine to recognize and reward student growth. Through monthly reading challenges, students earn opportunities to select books, helping to build motivation, celebrate progress, and foster a continued love of reading.

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 informational sessions offered by our counselor and our outreach specialist. They offered several sessions on importance of attendance, the Learner Profile, social emotional support information along with Wellness Center resources.

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

This year we plan to add an incentive component where we can offer incentives or refreshment items to increase parent participation.

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 is currently 2.1%, reflecting an increase of 1.6% from the previous year and resulting in an Orange status on the California Dashboard. We will continue to identify and implement targeted strategies to reduce suspensions and improve student outcomes moving forward.

Although Grace Thille's chronic absenteeism decreased by 3.5 percentage points—from 20.3% in 2023–2024 to 16.7% in 2024–2025—our current rate remains an area of concern, as reflected by a Yellow status on the California Dashboard.

This severely impacts student achievement, especially for vulnerable populations.

Steps taken to address these areas:

To reduce chronic absenteeism, we implemented a proactive, multi-tiered approach in collaboration with our Outreach Specialist. Attendance data was reviewed weekly to identify early warning signs, while positive attendance habits were reinforced through classroom incentives such as a traveling trophy. Early outreach to families through phone calls allowed us to address concerns promptly, and support was provided through resources and referrals to help address barriers such as transportation, health, or housing.

For students with repeated unexcused absences, SART meetings were conducted to create individualized attendance plans with clear expectations and supports. In more significant cases, SARF referrals were developed in partnership with district officials, with continued guidance provided to families throughout the process to ensure follow-through. When appropriate, home visits were conducted to strengthen relationships and offer direct support. Ongoing assistance also included referrals to counseling, mental health services, and community resources to help remove barriers to consistent attendance.

In addition, we incorporated motivational strategies through Student Support Services, which provided funding for student incentives. Our Outreach Specialist coordinated recognition activities to celebrate strong attendance, including a Kona Ice reward at the end of the semester and a year-end celebration featuring a jolly jumper party. These opportunities helped build excitement and encouraged students to maintain positive attendance habits.

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	2024-2025 Chronically absent rate at 16.7%	2025-2026 Chronically Absent 13%
Data Quest	2024-2025 Rates: Suspension - 2.1% Expulsion - 0%	2025-2026 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.	\$3,000	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	\$3,000	Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

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

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

Through a proactive and collaborative approach with our Outreach Specialist, we exceeded our goal by reducing chronic absenteeism by 3.5%. Strategies included weekly attendance monitoring, early family outreach, classroom incentives, individualized attendance plans through SART meetings, and SARF referrals when needed. Additional supports such as home visits, counseling referrals, and connections to community resources helped address barriers impacting attendance. Motivational incentives funded through Student Support Services, including attendance celebrations and rewards such as Kona Ice and a year-end jolly jumper party, further encouraged positive attendance habits and strengthened student engagement. In addition, teachers recognized students with strong attendance through semester attendance awards, helping reinforce the importance of consistent school attendance and celebrate positive habits schoolwide.

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

Our current suspension rate is 2.1%, which represents a 1.6% increase compared to the previous year and places us in the Orange performance level on the California Dashboard.

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

Our site will work to increase tier 1 school wide SEL interventions in order to address student behaviors.

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	5,000	Title 1

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

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

Goal Analysis:

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

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

We were successful in offering two Family Art Night events through our partnership with the Santa Paula Art Museum. These events provided students and families with meaningful opportunities to engage in creative experiences together while strengthening our school-community connections.

This initiative is another example of our continued commitment to prioritizing our academy focus on literature and the arts. Providing students with opportunities to explore creativity through the arts supports critical thinking, self-expression, communication skills, and a deeper appreciation for learning.

Involving families in these experiences also aligns with our ongoing efforts to increase parent involvement and strengthen partnerships between home and school. Family engagement activities help foster a stronger sense of community, encourage positive relationships, and create shared educational experiences that support student success both academically and socially.

Additionally, we incorporated the Tigger Buddies program, in which volunteer staff members are partnered with students who have demonstrated a need for additional support. Through these mentoring relationships, students receive encouragement, guidance, and positive connections with trusted adults on campus. This program further reflects our commitment to supporting the social-emotional well-being and overall success of all students.

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

None

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

Through our wellness center we will continue to foster the social emotional growth of our students. We will also continue to offer SEL professional development to our teachers as well as offer SEL workshops for our parents.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$53,122.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Overall total of funds included for this school: **\$53,122.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 Allocation	\$53,248.02

Subtotal of additional federal funds included for this school: **\$53,122.00**

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: **\$53,122.00**

Title I Allocations – 2026-2027

		Resource	Title I	Remarks
		Allocation: 26-27	\$53,122.00	
OBJ	Function	DESCRIPTION		
1102	1000	Substitutes	\$6,553.00	Data Chats
1103	1000	Tchr. Extra Duty	\$3,600.00	After School Intervention
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	\$7,500.00	Kinder IA extra hours
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	\$3,000.00	
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$6,000.00	Avid supplies, Awards and Incentives(\$3000), + Student Store(\$3,000)
4300	2420	Supplies - Library	\$3,000.00	Books
4300	2495	Supplies – Parent Inv.	\$1,969.00	Parent incentives
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.	\$5,000.00	Assemblies (SEL assemblies)
5800	1000	Prof. Serv. Inst	\$3,500.00	SP Art Museum
5850	1000	Study Trips	\$3,000.00	Study Trip entrance fees for students,
5860	1000	Transportation	\$10,000.00	
		Total Spent		
		Available to Spend	\$53,122.00	

SSC Chair Signature:

Principal Signature:

Date:

Date:

References

2024-2025 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	47	43	43	20.93%	18.60%	30.23%	30.23%
Male	25	22	22	22.73%	13.64%	31.82%	31.82%
Female	22	21	21	19.05%	23.81%	28.57%	28.57%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	44	40	40	17.50%	17.50%	32.50%	32.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	41	41	21.95%	19.51%	19.27%	29.27%
English Learners	29	26	26	11.54%	7.69%	34.62%	46.15%
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	4	*	*	*	*	*	*
Homeless Youth	4	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	47	45	45	4.44%	24.44%	26.67%	44.44%
Male	25	24	24	4.17%	29.17%	25.00%	41.67%
Female	22	21	21	4.76%	19.05%	28.57%	47.62%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	44	42	42	4.76%	19.05%	28.57%	47.62%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	45	43	43	4.65%	20.93%	27.91%	46.51%
English Learners	29	28	28	3.57%	10.71%	28.57%	57.14%
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	4	4	4	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

2024-2025 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	46	46	46	17.39%	26.09%	32.61%	23.91%
Male	25	25	25	20.00%	20.00%	36.00%	24.00%
Female	21	21	21	14.29%	33.33%	28.57%	23.81%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	46	46	17.39%	26.09%	32.61%	23.91%
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	44	44	44	18.18%	22.73%	34.09%	25.00%
English Learners	23	23	23	4.35%	13.04%	43.48%	39.13%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	46	46	46	4.35%	28.26%	36.96%	30.43%
Male	25	25	25	0.00%	40.00%	24.00%	36.00%
Female	21	21	21	9.52%	14.29%	52.38%	23.81%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	46	46	46	4.35%	28.26%	36.96%	30.43%
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	44	44	44	4.55%	27.27%	36.36%	31.82%
English Learners	23	23	23	0.00%	13.04%	39.13%	47.83%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

2025-2026 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	63	61	61	19.67%	34.43%	26.23%	19.67%
Male	31	30	30	20.00%	36.67%	30.00%	13.33%
Female	32	31	31	19.35%	32.26%	22.58%	25.81%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	60	58	58	20.69%	32.76%	27.59%	18.97%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	61	60	60	20.00%	35.00%	26.67%	18.33%
English Learners	19	17	17	0.00%	17.65%	52.94%	29.41%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	63	63	63	14.29%	12.70%	38.10%	34.92%
Male	31	31	31	19.35%	6.45%	32.26%	41.94%
Female	32	32	32	9.38%	18.75%	43.75%	28.13%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	60	60	60	15.00%	13.33%	36.67%	35.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	61	61	61	14.75%	13.11%	37.70%	34.43%
English Learners	19	19	19	5.26%	0.00%	26.32%	68.42%
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	4	4	4	*	*	*	*

2024-2025 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	52	51	51	5.88%	19.61%	33.33%	41.18%
Male	29	29	29	10.34%	17.24%	13.79%	58.62%
Female	23	22	22	0.00%	22.73%	59.09%	18.18%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	51	50	50	6.00%	20.00%	34.00%	40.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	48	48	4.17%	20.83%	31.25%	43.75%
English Learners	9	8	8	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	52	52	52	5.77%	9.62%	19.23%	65.38%
Male	29	29	29	10.34%	13.79%	10.34%	65.52%
Female	23	23	23	0.00%	4.35%	30.43%	65.22%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino							
Hispanic or Latino	51	51	51	5.88%	9.80%	19.61%	64.71%
Hawaiian or Pacific Islander							
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	48	48	4.17%	8.33%	18.75%	68.75%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*

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. [20 USC 6316(d)(1)]
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences***; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; opportunities to observe classroom activities; and regular two-way meaningful communication between family

members and school staff in a language that family members can understand.
(20 USC 6316(d)(2)(A)-(D) inclusive]

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

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

III. Building Capacity for Involvement

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

- a) The school provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, State and local assessments, Reclassification, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children. (20 USC 6318(e)(1))
 - *Presentations at parent meetings- ELAC, SSC and Coffee with the Principal meetings*
 - *Family Nights focused on Literacy, Arts and Project Based Learning.*
- b) The school provides parents with materials and training to help them work with their children to improve their children's achievement. (20 USC 6318(e)(2))
 - *Family Nights*
 - *ELAC meetings*
 - *Parent Education and ESL classes for parents*
 - *SST Meetings*
 - *Parent Teacher Conferences*
- c) With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. (20 USC 6318(e)(3))
 - *Staff Meetings*
 - *Professional Collaboration Time*
 - *ELAC, 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 2026-2027 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

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

Professional Development Plan

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

Teachers have committed to collaborating on a weekly basis with their grade level partners for the purpose of planning. Additionally, all staff participate each trimester in half-day “data chat” meetings. These meetings are planned by the principal to include professional development, data analysis, and identification of students for Rtl. Included in these collaboration sessions are grade level agreements related to content and delivery of standards-based instruction and implementation of current curriculum alignment with district pacing. Staff meetings and staff development sessions also provide frequent opportunities for collaboration and professional development.

Site-based analysis of state and local assessment data provides information for ongoing professional development to meet identified gaps in student achievement. All teachers have attended and will continue to attend content training aligned to the Common Core Standards and adopted textbooks and other materials in Language Arts, Math and ELD. Principal Wendy Maxwell provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. She provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2026-2027 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 • CDS: 56768286055586

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2024-25 ACTIVITY PUBLISHED IN 2025-26

Principal's Message

Grace Thille Elementary is committed to creating an environment where TK-6th grade students can learn, grow, and improve every day—in every way. Our Academy of Literature and Arts provides an exceptional elementary education that nurtures students academically, socially, emotionally, and creatively. Through rich experiences in reading, writing, visual and performing arts, and a strong core curriculum, students build the skills they need to thrive.

At Grace Thille, every student receives differentiated and rigorous instruction aligned with grade-level standards, designed to foster lifelong learning. To support this, we continue strengthening Tier I instruction by analyzing data, conducting classroom observations, and reviewing student work to guide instruction and intervention. Our staff collaborates closely to meet the unique needs of each student while providing engaging and meaningful learning experiences. Students also participate in Project-Based Learning experiences that immerse them in real-world challenges and strengthen their critical thinking, problem-solving, and collaboration skills. Additionally, our staff implements targeted interventions and social-emotional learning strategies to support both academic growth and overall well-being, efforts that will be further supported by the soft roll-out of our new Wellness Center in Spring 2026.

We deeply value the strong partnership between our school community and families. We invite you to support the Grace Thille PTA, which helps fund engaging enrichment programs, assemblies, and essential supplemental equipment and supplies that enhance teaching and learning. Your contributions have a direct impact on your child's educational experience.

We look forward to partnering with our families and community to ensure every child receives meaningful educational opportunities and feels supported, challenged, and celebrated throughout the year.

District Description

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

District Vision & Mission

Vision:

Committed to serving every student every day.

Mission:

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

School Description

Grace S. Thille Elementary School

During the 2024-25 school year, Grace S. Thille Elementary served 358 students in grades TK-6. Student enrollment included 49.2% qualifying for English learner support, 19.3% students identified with a disability, 2.5% migrant, 7.3% homeless youth, and 93.0% socioeconomically disadvantaged.

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

Board of Trustees

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Dr. Georgina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Ms. Lori Toms
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Professional Staff
SARC Data & Internet Access
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section was acquired in November 2025.

Student Enrollment by Student Group 2024-25		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
Student Group	% of Total Enrollment	
Female	48.6%	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.
Male	51.4%	
Non-Binary	0%	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
American Indian or Alaska Native	0%	
Asian	0%	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
Black or African-American	0.3%	
Filipino	0%	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5) - High school dropout rates; and - High school graduation rates
Hispanic or Latino	95.5%	
Native Hawaiian or Pacific Islander	0%	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
Two or More Races	0.3%	
White	3.9%	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.
English Learners	49.2%	
Foster Youth	0%	Opportunities to Volunteer Chaperone Field Trips Event Volunteer Fundraising Activities
Homeless	7.3%	
Migrant Services	2.5%	Committees English Learner Advisory Committee (ELAC) District English Learner Advisory Committee (DELAC) Grace Thille Parent Teacher Association (PTA) Parent District Advisory Committee (PDAC) School Site Council
Socioeconomically Disadvantaged	93.0%	
Students with Disabilities	19.3%	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

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	18
Kindergarten	37
Grade 1	45
Grade 2	48
Grade 3	48
Grade 4	47
Grade 5	64
Grade 6	51
Ungraded	
Total Enrollment	358

Local Control Accountability Plan (LCAP) As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The SARC provides the following information relevant to the State priority: Basic (Priority 1) - Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; - School facilities are maintained in good repair The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4) - Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/	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, quarterly newsletter, Instagram, 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.
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Student Achievement**District Benchmark Assessments**

Santa Paula Unified School District utilizes districtwide diagnostic assessments that are aligned to the Common Core State Standards. These assessments are used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) analyze and readjust curriculum maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

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

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	42.0	41.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	24.0	26.0	20.0	22.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	208	201	96.63	3.37	41.29
Female	98	95	96.94	3.06	42.11
Male	110	106	96.36	3.64	40.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	201	194	96.52	3.48	40.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	74	92.50	7.50	16.22
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	23.08
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	198	191	96.46	3.54	41.88
Students with Disabilities	31	30	96.77	3.23	20.00

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

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	208	206	99.04	0.96	25.73
Female	98	97	98.98	1.02	20.62
Male	110	109	99.09	0.91	30.28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	201	199	99.00	1.00	25.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	79	98.75	1.25	10.13
Foster Youth	0	0	0	0	0
Homeless	14	14	100	0	7.14
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	196	196	98.99	1.01	23.98
Students with Disabilities	31	30	96.77	3.23	6.67

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	24.53	28.57	15.95	17.78	30.73	32.33

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	63	63	100	0	28.57
Female	32	32	100	0	28.13
Male	31	31	100	0	29.03
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	610	100	0	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	19	19	100	0	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100	0	29.03
Students with Disabilities	--	--	--	--	--
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Physical Fitness					
In the spring of each year, Grace Thille Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.					
The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pfi/ .					
Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
Note: The administration of the PFT requires only participation results for these five fitness areas.					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					

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:

2024-25 Campus Improvements:

- Perimeter fencing upgrades
- Replacement gutters

2025-26 Planned Campus Improvements:

- HVAC improvement projects
- Conversion of existing library into wellness center
- Conversion of room 1 into library

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/cafeeteria 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.

Campus Description	
Year Built	1940
Acreage	--
Square Footage	--
Quantity	
Permanent Classrooms	11
Portable Classrooms	7
Restrooms (Sets)	1
Cafeteria	1
Library	1
Playgrounds	2
Staff Lounge/Teacher Workroom	1
Speech Room/Reading Intervention Room	1

Deferred Maintenance

Grace S. Thille Elementary School had deferred maintenance projects completed in 2024-25 in the amount of \$8,307. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for flooring replacement in room 1, and roller shades in rooms 8 and 9.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grace S. Thille Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in January 2026.

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

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, 2025. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2025-26 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

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 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 28, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			

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.

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, Academic Ambassadors, Big Brothers and Big Sisters, and the ASPIRE Program, which provides homework time and enrichment classes or activities.

Student Recognition Programs

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

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 positive behavior traits such as be responsible, be respectful, and be safe. 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. Social-emotional assemblies also focus on positive behaviors and school expectations.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	0.00	0.51	2.13
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	4.99	4.58	4.99
% Students Expelled	0.12	0.06	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.1	0.0
Female	1.7	0.0
Male	2.6	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.7	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	14.3	0.0
English Learners	3.2	0.0
Foster Youth	0.0	0.0
Homeless	3.3	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	2.3	0.0
Students with Disabilities	4.3	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0		3	
1	24.0		2	
2	21.0		2	
3	22.0		3	
4	28.0		2	
5	28.0		2	
Grade	2023-24			
	K	21.0		2
	1	24.0		2
	2	24.0		2
	3	24.0		2
	4	21.0		3
Grade	2024-25			
	K	19.0	2	
	1	23.0		2
	2	24.0		2
	3	24.0		2
	4	24.0		2
Other	5	21.0	1	2
	6	26.0		2

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Grace S. Thille Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	375	371	62	16.7
Female	182	180	30	16.7
Male	193	191	32	16.8
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	359	355	57	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	14	5	35.7
English Learners	188	185	31	16.8
Foster Youth	--	--	--	--
Homeless	30	30	11	36.7
Migrant Services	13	11	2	18.2
Socioeconomically Disadvantaged	350	346	62	17.9
Students with Disabilities	70	70	11	15.7
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

Curriculum & Instruction	
Staff Development	
All professional development opportunities at Santa Paula Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based upon district initiatives, student assessment results, teacher input, state content standards, and professional development surveys.	
During the 2024-25 school year, 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) • Literature/Writing • Data Team Data Analysis • Dreambox • ELPAC • Project-Based Learning (PBL) • Social Emotional Learning (SEL) / Positive Behavior Interventions and Supports (PBIS)	
During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development training:	

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	2 days
• Project Based Learning with Trevor Muir • CGI Math • CORE Phonics Instructional Sequence • Active Intruder Training	
2024-25	2 days
• CGI Math • Priority Standards and Standards Maps • Benchmark Assessments and Performance Matters • CAASPP Testing • Textbook Standards Alignment	
2025-26	2 days
• AMIRA Reading • Twig Science • PK/TK Math Labs • Cognitively Guided Instruction (CGI) • Classroom Management • Literacy, ELPAC Assessment, and Integrated ELD Strategies • English 3D Training • Benchmark/Performance Matters • CAASPP Alignment • Standards Map	

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

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

Instructional Materials

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

On September 24, 2025, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2025-26.5 Sufficiency of Textbooks or Instructional Materials which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (4) sufficient

textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2025-26 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chromebooks 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 (Emergent Bilinguals)

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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McMillan McGraw Hill: <i>Wonders</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	McGraw Hill: <i>StudySync</i>	Yes	0%
History-Social Science			
2022	Studies Weekly	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2019	TCL: <i>History Alive</i>	Yes	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Math Expressions</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2016	CPM Educational Program: <i>CC 1</i>	Yes	0%
Science			
2025	Twig Education: <i>Twig Science</i>	Yes	0%
2017	McMillan McGraw Hill: <i>World of Wonders (TK)</i>	N - Local	0%
2022	McGraw Hill: <i>Inspire Science</i>	Yes	0%

At Risk Interventions

Grace S. Thille Elementary School supports at-risk students with intervention programs designed to meet specific students' needs. One full-time Reading Specialist works with approximately 45 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 Tiger Buddies 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**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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Library Clerk	1	1.0
Health Clerk	1	1.0
Nurse	1	As Needed
Psychologist	1	0.4
Speech Therapist	1	0.5
District Mental Health Counselor	1	As Needed
PE Teacher	1	1.0
Outreach Consultant	1	0.4

Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

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.

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	Credentialed Teachers Assigned Out-of-Field (“out-of- field” under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	20.7	0.0	0.0	0.0	0.0	20.7
School %	100	0.0	0.0	0.0	0.0	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	17.5	0.0	0.0	0.0	0.0	17.5
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	15.8	0.0	0.0	0.0	0.0	15.8
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i>						

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$12,718	N/A	N/A	N/A	N/A
Restricted	\$2,274	N/A	N/A	N/A	N/A
Unrestricted	\$10,444	\$8,987	116.2%	\$11,146	93.7%
Avg Teacher Salary	\$113,160	\$97,134	116.5%	\$92,686	122.1%

Note: Cells with N/A values do not require data.**District Expenditures****Salary & Budget Comparison**

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

Expenditures Per Student

For the 2023-24 school year, Santa Paula Unified School District spent an average of \$23,412 of total general funds to educate each student (based on 2023-24 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- Agricultural Career Technical Education Incentive
- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- California Partnership Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco Use Prevention Education

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076

Average Principal Salaries:

Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334

Percentage of Budget:

Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%

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

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.