



# GRACE S. THILLE ELEMENTARY SCHOOL

1144 E. Ventura Street • Santa Paula, CA 93060 • (805) 933-8920 • Grades K-5  
Mary Doane, Principal

## SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2018-19 ACTIVITY PUBLISHED IN 2019-20

### Principal's Message

Welcome to Grace S. Thille School where all students are provided with a positive and challenging learning environment which empowers them to become life-long learners. At Grace S. Thille School, all students receive creative and dynamic instruction in grade level content standards. With the data from ongoing formal and informal assessments, teachers plan their classroom instruction, and support staff provides the appropriate interventions to support the academic needs of all students. Our teachers and support staff hold high academic, behavior and social expectations for our students. We are dedicated to giving our students every opportunity to experience academic success. The entire staff works collaboratively to serve the needs of the students and "open doors" to new and different learning opportunities for all students. We encourage active participation by parents and community to work in partnership for the benefit of all students. Collectively, we can ensure that we nurture each and every child in all aspects of their lives so that they are successful throughout their educational career.

### School Motto

It takes a Growth Mindset to learn new things.

### District & School Description

#### Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled against the city's foothills. During the 2018-19 school year, the District served 5,270 students in grades TK-12. The demographic composition

of the student body included 13.6% students identified with a disability, 35.8% qualifying for English learner support, 88.6% enrolled in the Free or Reduced Price Meal program, 1.4% migrant, 0.1% foster youth, and 9.6% homeless youth.

### District Vision & Mission

#### Vision:

The Santa Paula Unified School District provides exemplary learning environments for all students to be prepared to successfully contribute to a diverse global society.

#### Mission:

The Santa Paula Unified School District, in collaboration with educators, parents, and community, will prepare students academically, emotionally and socially for college, careers, global citizenship, and lifelong learning. At each grade level, all students are provided diverse and differentiated experiences and learning opportunities by a highly skilled educational team in a safe and supportive learning environment.

#### Core Values:

The Santa Paula Unified School District Board of Trustees strongly value and believe that our students need to be prepared for the 21st Century. Consequently, the District's core values reflect a commitment to:

- improving student academic performance
- providing safe and healthy schools
- maintaining a fiscally sound budget
- promoting stakeholder input
- fostering a positive district culture

Educating our students and supporting the school community is our responsibility!

### Santa Paula Unified School District

201 S. Steckel Drive  
Santa Paula, CA 93060  
(805) 933-8800

[www.santapaulaunified.org](http://www.santapaulaunified.org)

### Board of Trustees

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section were acquired in December 2019 and information for the facilities section were acquired in November 2019.

## Grace S. Thille Elementary School

During the 2018-19 school year, Grace S. Thille Elementary served 380 students in grades K-5. Student enrollment included 57.6% qualifying for English learner support, 12.1% students identified with a disability, 94.2% enrolled in the Free or Reduced Price Meal program, 1.8% migrant, and 9.5% homeless youth.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Kindergarten	52
American Indian or Alaskan Native	0.0%	Grade 1	58
Asian	0.0%	Grade 2	61
Filipino	0.0%	Grade 3	70
Hawaiian or Pacific Islander	0.0%	Grade 4	62
Hispanic or Latino	97.4%	Grade 5	77
White	2.6%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	94.2%	Grade 8	0
English Learners	57.6%		
Students with Disabilities	12.1%		
Homeless	9.5%		
Foster Youth	0.0%		
Total Enrollment			380

## 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 following components of this SARC address some of the priorities identified in the District's LCAP:

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and School facilities are maintained in good repair.

**State Priority 2: State Standards (Conditions of Learning)**  
The SARC does not cover any of the requirements of State Priority 2.

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

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

**State Priority 4: Pupil Achievement (Pupil Outcomes)**

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities);
- 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 education sequences or programs of study.
- 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 education sequences or programs of study.

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

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

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

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

**State Priority 7: Course Access (Conditions of Learning)**  
The SARC does not cover any of the requirements of State Priority 7.

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

- Pupil outcomes in the subject area of physical education.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

## Opportunities to Volunteer

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

## Committees

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

## School Activities

Author's Fair  
AVID Parent Training  
Back to School Night  
Cookies with Santa  
Dr. Seuss Week  
English as a Second Language (ESL) Classes  
Fall Festival  
Family Math Night  
Family Science Night  
Fundraising Events  
Hispanic Family Literacy Classes  
K-2 Parent Education Class  
Kindergarten Parent Training  
Music Programs  
Nutrition Classes  
Parent Education Nights  
Principal Coffees  
Spelling Bee  
Student Performances  
Student Recognition Assemblies  
Volunteer Appreciation Tea

## School News

Parents stay informed on upcoming events and school activities through flyers, Principal's newsletters, the school website, the school marquee, bulletin boards, monthly calendar, Facebook, and Blackboard Connect. Contact the principal or the school office at (805) 933-8920 for more information on how to become involved in your child's learning environment.

## Student Achievement

### District Benchmark Assessments

Santa Paula Unified School District utilizes districtwide interim 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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 and Grade 11)  
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	219	211	96.3%	3.7%	54.5%	219	218	99.5%	0.5%	45.4%
Male	109	107	98.2%	1.8%	52.3%	109	108	99.1%	0.9%	48.2%
Female	110	104	94.5%	5.5%	56.7%	110	110	100.0%	0.0%	42.7%
Hispanic or Latino	216	208	96.3%	3.7%	54.8%	216	215	99.5%	0.5%	45.6%
White	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	213	205	96.2%	3.8%	54.2%	213	212	99.5%	0.5%	44.8%
English Learners	145	138	95.2%	4.8%	52.9%	145	145	100.0%	0.0%	41.4%
Students with Disabilities	32	32	100.0%	0.0%	9.4%	32	32	100.0%	0.0%	3.1%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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 CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

	GSTES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	45	55	31	34	50	50
Mathematics	38	45	24	26	38	39

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

**California Assessment of Student Performance and Progress Test Results in Science  
All Students**

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

	GSTES		SPUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

maps, 3) identify concepts that need to be retaught in the classroom, 4) plan in-class lessons, and 5) identify students who need targeted academic assistance or intervention.

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

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

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

## Physical Fitness

In the spring of each year, Grace S. Thille Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**California Physical Fitness Test Results  
2018-19**

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	15.6%	27.3%	18.2%

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



## 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.

2018-19 through 2019-20 Campus Repair or Improvement Projects:

- Installation of blinds in six classrooms and cafeteria
- Installation of new A/C units in 11 total classrooms
- Installation of an irrigation system in the school garden
- Installation of fly entry blowers above cafeteria entrance doors
- Addition of a covered lunch shelter (Completed August 2019)
- Replacement of downspouts outside of three classrooms
- Roofing repairs over library, restrooms, and Rooms 11-13
- Upgrades to air conditioning in the office and staff lounge
- Repair of rain gutters
- Installation of new lunch tables in covered shelter area
- Installation of playground fencing around the lunch shelter

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Grace S. Thille Elementary. The day custodian is responsible for:

- Assembly set up/clean up
- Lunch area setup and cleaning
- Classroom cleaning
- Kitchen/cafeteria cleaning
- Restroom cleaning
- Trash removal
- Office cleaning
- Staff lounge cleaning

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

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

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

### Campus Description

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

## School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Grace S. Thille Elementary School took place on August 12, 2019. 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 2018-19 school year, 100% of restrooms were fully operational and available to students at all times.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Grace S. Thille Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2019.

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

## Supervision & Safety

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

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

## Deferred Maintenance

Santa Paula Unified School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems.

During the 2018-19 school year, Santa Paula Unified School District allocated \$12,565 of deferred maintenance funds for the following projects at Grace S. Thille Elementary School:

- Termite repairs
- Window upgrades / window shades
- Roofing projects

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 12, 2019	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓			Room 14 - Ramp walkway has soft spot and will need to be repaired WO# 13221835
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

## Classroom Environment

### 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				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	2	
1	22.0		3	
2	20.0	2	1	
3	24.0		3	
4	29.0		2	
5	28.0		3	
Combo 4-5	26.0		1	
3, 4, 5 SDC	12.0	1		
2017-18				
K	20.0	3		
1	21.0		3	
2	22.0		3	
3	20.0	2	1	
4	28.0		2	
5	24.0		2	
Combo 4-5	26.0		1	
3, 4, 5 SDC	12.0	1		
2018-19				
K	17.0	3		
1	19.0	3		
2	20.0	2	1	
3	22.0		3	
4	25.0		2	
5	23.0		2	
Combo 4-5	26.0		1	
3, 4, 5 SDC	13.0	1		

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

\*\* "Other" category is for multi-grade level classes.

### 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 Yearbook Club, Student Council, Family Science Night, Gardening/Composting project, Peace Mediators, Homework Club, STAR Nova program, Academic Ambassadors, Summer Science Camp, Big Brothers and Big Sisters, and the ASPIRE Program, which provides homework time and enrichment activities.

## Student Recognition Programs

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

## 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. Through the Guiding Angels adult mentoring program allows students to meet weekly with their adult mentor to increase school connectedness.

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

Suspensions and Expulsions								
	GSTES			SPUSD			CA	
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18
Suspensions	1.30%	1.20%	1.00%	5.10%	4.30%	5.40%	3.60%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.14%	0.16%	0.11%	0.09%	0.08%

## 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 2018-19 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:

- Academic Conversations
- Common Core State Standards - Math & English Language Arts
- Data Teams Meetings
- Emergency Preparedness
- English Language Proficiency Assessment for California (ELPAC)
- Google Classroom with Chromebooks
- LGBTQ+
- Next Generation Science Standards (NGSS) Training
- Response to Intervention
- SBAC Training

During the 2017-18, 2018-19 and 2019-20 school years, Santa Paula Unified School District provided the following staff development training:

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

2017-18	0 days
<ul style="list-style-type: none"> <li>English Language Arts: Wonders Curriculum Exploration, English Language Development &amp; Writing Instruction</li> <li>Science: Building Awareness, Instructional Model &amp; Hands on Examples</li> <li>Mathematics: Instructional Routines, Building Number Sense &amp; Math Learning Walks</li> </ul>	
2018-19	0 days
<ul style="list-style-type: none"> <li>Pacing Guides Training</li> <li>ELD Standards Training</li> <li>Report Card Training</li> <li>Next Generation Science Standards (NGSS)</li> <li>Engaging English Learners</li> <li>Formative Assessments</li> <li>Literably Online Assessment Pilot</li> <li>Picture Perfect Science</li> <li>Curriculum Advisory Team (CAT)</li> </ul>	
2019-20	0 days
<ul style="list-style-type: none"> <li>1 to 1 Initiative (Technology)</li> <li>Curriculum Advisory Team (CAT)</li> <li>ELA</li> <li>ELD</li> <li>Lesson Planning &amp; Observation</li> <li>Lesson Study</li> <li>Literably Online Assessment</li> <li>Mathematics</li> <li>Next Generation Science Standards</li> <li>Picture Perfect Science</li> <li>Technology</li> <li>Writing</li> </ul>	

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/

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

### Instructional Materials

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

On September 11, 2019, 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 2019 - 20:01 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 2019-20 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

The Santa Paula Unified School District is using supplemental materials in addition to current Science textbooks and History/Social Science textbooks in order to meet State requirements, but plans to pilot and adopt textbooks as follows:

K-5 History-SS -Pilot/Adoption: 2020-21

K-5 Science – Pilot/Adoption 2021-22

### Specialized Instruction

All curriculum and instruction is aligned to the Common Core State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum with collaboration as a key element of student learning. The district provides chrome books or iPads to all students as part of a 1:1 technology initiative and supports the utilization of google suite to enhance student learning. Grace S. Thille Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies. Lessons are differentiated to meet the needs of all student learners.

### Special Education

Special Education students are included into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is assigned a case manager to oversee the implementation of the IEP. Special Education services include regular education accommodations, speech and language services, occupational therapy, school counseling, and psychological counseling. General education and Special Education staff provide support to students through a blended, co-teaching model to provide core instruction. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP team. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is

#### Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
Social Science			
2007	No	Pearson Scott Foresman - <i>History/Social Science</i>	0%



designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

## English Language Learners

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

## At Risk Interventions

Grace S. Thille Elementary School supports at-risk students with intervention programs designed to meet specific students' needs. One full-time Reading Specialist works with approximately 50 students in K-2 for 30 minutes per day, five days per week to advance their literacy skills. One half-time Reading Teacher works with students in grades 3-5 on literacy skills, development of comprehension strategies, and comparing text for 30 minutes five days per week. Research-based reading programs Mind Play and Read Naturally provide about 50 students with after school intervention in reading. After school Homework Club, as well as reading, writing, and math intervention, is offered to identified students in grades 1-5.

## 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 and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor (Intern)	1	1.0
Health Clerk	1	0.75
Library Clerk	1	0.6
Nurse	As Needed	
Psychologist	1	0.4
Speech Therapist	1	0.5
PE Teacher	1	0.5

\*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 Assignment

During the 2018-19 school year, Grace S. Thille Elementary had 22 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. Those teachers without a full credential include LEA and university internships, pre-internships, emergency or other permits, and waivers. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	GSTES			SPUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	22	22	20	263	269	259
Teachers with Full Credential	21	22	20	256	269	259
Teachers without Full Credential	1	0	0	7	0	0
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://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. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Grace S. Thille Elementary School's SARC and access the Internet at any of the county's public libraries. The closest public library to Grace S. Thille Elementary School is the Blanchard Community Library located at 119 North 8th Street, Santa Paula.

Blanchard Community Library

Phone: (805) 525-3615

Hours: Mon., Tues. & Thurs. 12-8

Wed. 10-6

Sat. 10-2;

Fri. & Sun: Closed

Number of Computers Available: 7

Printers Available: Yes

## 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 2017-18 school year, Santa Paula Unified School District spent an average of \$12,956 of total general funds to educate each student (based on 2017-18 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,637	49,084
Mid-Range Teacher Salary	74,983	76,091
Highest Teacher Salary	95,345	95,728
Average Principal Salaries:		
Elementary School	115,918	118,990
Middle School	118,526	125,674
High School	131,268	137,589
Superintendent Salary	196,069	230,096
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	6	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	GSTES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,663	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,333	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,330	10,474	70.0%	7,507	139.5%
Average Teacher Salary	78,556	77,740	N/A	78,059	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- California Career Pathways Trust
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco-Use Prevention Education