# McKevett Elementary School
## VAPA - Visual and Performing Arts Academy
955 East Pleasant • Santa Paula, CA 93060 • (805) 933-8910 • Grades K-6

Alice Pacheco, Principal

## School Accountability Report Card
### A Report of 2022-23 Activity Published in 2023-24

## Principal's Message

Welcome to the 2023-2024 school year at McKevett Elementary where we will be incorporating Visual and Performing Arts to enrich the academic program and increase student engagement! My name is Alice Pacheco and I am the Principal at McKevett and this is my tenth year with the Santa Paula Unified School District and my 20th year serving as a school administrator. I am looking forward to working with the families and students at McKevett.

We are going to have a great year! The staff at McKevett School are committed to the safety and academic achievement of your child. We will be working hard to prepare your children or the future. Together we can make a difference.

Our goal is to become a haven of creativity and imagination where young minds blossom through the power of art. Our 5th grade classrooms will incorporate the Latino Youth Cinema Project, a program that promotes creativity, collaboration, and communication. In addition, the Cinema Project will encourage and empower young Latino filmmakers. Within our walls, stu-dents will have the opportunity to express themselves through art, explore the magic of cinema, learn the art of storytelling through film, and gain hands-on experience in directing and production.

McKevett welcomes parents to get involved in the education of their children. If you have any questions or concerns, please do not hesitate to contact us at (805) 933-8910.

## District & School Description

### Santa Paula Unified School District

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

enrolled in the Free or Reduced Price Meal program, 0.6% migrant, 0.1% foster youth, and 7.1% homeless youth.

## District Vision & Mission

### Vision:

Committed to serving every student every day.

### Mission:

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

| Student Enrollment by Student Group and Grade Level 2022-23 | | | |
|---|---|---|---|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 53.0% | Kinder | 56 |
| Male | 47.0% | Grade 1 | 48 |
| Non-Binary | 0.0% | Grade 2 | 49 |
| American Indian or Alaskan Native | 0.0% | Grade 3 | 44 |
| Asian | 0.7% | Grade 4 | 50 |
| Black or African American | 0.7% | Grade 5 | 51 |
| Filipino | 0.0% | | |
| Hispanic or Latino | 91.6% | | |
| Native Hawaiian or Pacific Islander | 0.3% | | |
| Two or More Races | 0.7% | | |
| White | 6.0% | | |
| English Learners | 35.9% | | |
| Foster Youth | 0.0% | | |
| Homeless | 15.1% | | |
| Migrant | 0.7% | | |
| Socioeconomically Disadvantaged | 79.5% | | |
| Students with Disabilities | 12.1% | Total Enrollment 298 | |

## Contents

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

## McKevett Elementary School

During the 2022-23 school year, McKevett Elementary served 298 students in grades TK-5. Student enrollment included 35.9% qualifying for English learner support, 12.1% students identified with a disability, 79.5% enrolled in the Free or Reduced Price Meal program, 0.7% migrant, and 15.1% homeless youth.

# Local Control Accountability Plan (LCAP)

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1)
- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)
- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)
- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)
- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

# Parent Involvement

We strongly encourage and welcome parent support! There are many opportunities for you to become involved in your child's educational journey. Please take advantage of the opportunities that are available to you.

## Opportunities to Volunteer

Fundraisers
Classroom Volunteers
Field Trip Chaperones
Recycling
School Activities (Field Day, Movie Nights, Book Fair & Family Literacy Night)
Spirit Shirt Sales

## Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
Parent District Advisory Committee (PDAC)
PTO - Friends of McKevett
School Site Council

## School Activities

Art Fair
Back to School Night
Book Fair
Family Literacy Night
Field Day
Flag Ceremonies
Movie Nights
Parent Education Nights

Principal Coffee & Chats
Recognition Assemblies
Student Performances
Study Trips

# School News

Parents are informed of school events through the school website, ParentSquare notifications, monthly calendars, and flyers. There is also an opportunity to hear about important school news by attending coffee chats with the principal. Please visit our school website to find the most current information. You can also contact the office between the hours of 7:30 and 4:00 at (805) 933-8910 with any questions you may have.

# 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 Test Results in Science
### All Students
### Percentage of Students Meeting or Exceeding the State Standards

| | MES | | SPUSD | | CA | |
|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| Science (Grades 5, 8, & 10) | 7.32 | 18 | 14.33 | 14.59 | 29.47 | 30.29 |

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

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

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

### CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
### 2022-23

| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students Tested | 52 | 50 | 96.15 | 3.85 | 18 |
| Female | 32 | 30 | 93.75 | 6.25 | 16.67 |
| Male | 20 | 20 | 100 | 0 | 20 |
| American Indian or Alaskan Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 48 | 46 | 95.83 | 4.17 | 13.04 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 19 | 18 | 94.74 | 5.26 | 0 |
| Foster Youth | | | | | |
| Homeless | 12 | 12 | 100 | 0 | 33.33 |
| Military | | | | | |
| Socioeconomically Disadvantaged | 46 | 44 | 95.65 | 4.35 | 18.18 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

| CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2022-23 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | English Language Arts/Literacy | | | | | Mathematics | | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 145 | 143 | 98.62 | 1.38 | 27.97 | 145 | 142 | 97.93 | 2.07 | 28.17 |
| Female | 81 | 79 | 97.53 | 2.47 | 31.65 | 81 | 78 | 96.3 | 3.7 | 21.79 |
| Male | 64 | 64 | 100 | 0 | 23.44 | 64 | 64 | 100 | 0 | 35.94 |
| American Indian or Alaskan Native | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | | | | | | | | | | |
| Hispanic or Latino | 135 | 133 | 98.52 | 1.48 | 26.32 | 135 | 132 | 97.78 | 2.22 | 27.27 |
| Native Hawaiian or Pacific Islander | | | | | | | | | | |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| English Learners | 45 | 44 | 97.78 | 2.22 | 9.09 | 45 | 44 | 97.78 | 2.22 | 11.36 |
| Foster Youth | | | | | | | | | | |
| Homeless | 24 | 23 | 95.83 | 4.17 | 34.78 | 24 | 23 | 95.83 | 4.17 | 34.78 |
| Military | | | | | | | | | | |
| Socioeconomically Disadvantaged | 128 | 126 | 98.44 | 1.56 | 26.98 | 128 | 125 | 97.66 | 2.34 | 28 |
| Students Receiving Migrant Education Services | | | | | | | | | | |
| Students with Disabilities | 23 | 23 | 100 | 0 | 4.35 | 23 | 22 | 95.65 | 4.35 | 4.55 |

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

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

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

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11 Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
|---|---|---|---|---|---|---|
| | MES | | SPUSD | | CA | |
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| English-Language Arts/Literacy | 26 | 28 | 30 | 29 | 47 | 46 |
| Mathematics | 14 | 28 | 16 | 18 | 33 | 34 |

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

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

| California Physical Fitness Test Results 2022-23 | | | | | |
|---|---|---|---|---|---|
| % of Students Tested | | | | | |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level Fifth | 100.0% | 100.0% | 100.0% | 100.0% | 98.1% |

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

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

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

## Physical Fitness

In the spring of each year, McKevett Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

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

## 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).

# School Facilities & Safety

McKevett Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1911; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff.

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

2022-23 Campus Improvements:
• Completion of campus-wide electrical upgrade
• Installation of air condition in classrooms and kitchen
• Replacement of flooring in rooms 11, 12 & 13 & administration

2023-24 Campus Improvements:
• Installation of air conditioning at the magnet building and room 5
• Installation of buzzer entry system at the front gate

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

• Cafeteria setup and cleaning
• Emergency calls
• Office area cleaning
• Restroom cleaning
• Trash removal

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

• Classroom cleaning
• Restroom cleaning

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

## Deferred Maintenance

McKevett Elementary School had deferred maintenance projects completed in 2022-23 in the amount of $395,549. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for the following projects: painting projects, flooring projects, and hardscape replacement.

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

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McKevett 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 November 2023.

## Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, staff are strategically assigned to designated areas to monitor student activity. During recess teachers monitor playground activity. Cafeteria staff monitor lunch time activity while students are in the cafeteria, and noon duty supervisors 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 and provide their state-issued ID which is run through the Verkada system. They are then provided with a visitor's badge to wear at all times and are expected to check out upon leaving the school campus.

# Classroom Environment

## Student Recognition Programs

McKevett Elementary School recognizes students with certificates, prizes, and various other awards throughout the year in the classroom and special presentations. Awards are given for student academic and behavior recognition. Students may earn individual recognition and prizes for Accelerated Reader, Lexia and good behavior. McKevett Elementary School also awards students using "Caught Being Good Tickets" for displaying safety, respect and responsibility.

## Discipline & Climate for Learning

Students at McKevett Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, warm and friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of McKevett Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and progressive consequences for their behavior.

## Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for McKevett Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and

| Campus Description | |
|---|---|
| Year Built | 1910 |
| | Quantity |
| # of Permanent Classrooms | 10 |
| # of Portable Classrooms | 6 |
| # of Restrooms (student use) | 2 sets |
| Cafeteria | 1 |
| Library | 1 |
| Outdoor Covered Lunch Area | 1 |
| Playground | 1 |
| Staff Lounge/Teacher Work Room | 1 |

| School Facility Good Repair Status | | | | |
|---|---|---|---|---|
| **Item Inspected** | | | **Repair Status** | |
| Inspection Date: October 25, 2023 | Good | Fair | Poor | **Repair Needed and Action Taken or Planned** |
| Systems | ✓ | | | |
| Interior Surfaces | ✓ | | | |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms / Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | |
| **Overall Summary of School Facility Good Repair Status** | | | | |
| | **Exemplary** | **Good** | **Fair** | **Poor** |
| Overall Summary | ✓ | | | |

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

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

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 327 | 312 | 71 | 22.8 |
| Female | 171 | 162 | 39 | 24.1 |
| Male | 156 | 150 | 32 | 21.3 |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 2 | 2 | 0 | 0 |
| Black or African American | 2 | 2 | 0 | 0 |
| Filipino | | | | |
| Hispanic or Latino | 300 | 285 | 64 | 22.5 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0 |
| Two or More Races | 2 | 2 | 1 | 50 |
| White | 20 | 20 | 6 | 30 |
| English Learners | 117 | 114 | 19 | 16.7 |
| Foster Youth | | | | |
| Homeless | 52 | 51 | 11 | 21.6 |
| Socioeconomically Disadvantaged | 276 | 263 | 64 | 24.3 |
| Students Receiving Migrant Education Services | 2 | 2 | 1 | 50 |
| Students with Disabilities | 53 | 50 | 14 | 28 |

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

## Suspensions and Expulsions

| | MES | | | SPUSD | | | CA | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Suspensions | 0.00% | 2.82% | 1.22% | 0.02% | 3.17% | 4.99% | 0.20% | 4.52% | N/A |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.12% | 0.00% | 0.21% | N/A |

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

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

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.22% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 2.56% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 1.33% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 0.00% | 0.00% |
| English Learners | 1.71% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 1.09% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 3.77% | 0.00% |

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

school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

## Class Size Distribution

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

## Average Class Size and Class Size Distribution

| | Average Class Size | Number of Classes* | | |
|---|---|---|---|---|
| **2020-21** | | | | |
| Grade Level | | 1-20 | 21-32 | 33+ |
| K | 24.0 | | 3 | |
| 1 | 23.0 | | 2 | |
| 2 | 20.0 | 1 | 1 | |
| 3 | 24.0 | | 2 | |
| 4 | 23.0 | | 2 | |
| 5 | 24.0 | | 2 | |
| **2021-22** | | | | |
| K | 18.0 | 3 | | |
| 1 | 18.0 | 3 | | |
| 2 | 20.0 | 2 | | |
| 3 | 20.0 | 2 | | |
| 4 | 23.0 | | 2 | |
| 5 | 21.0 | 1 | 1 | |
| **2022-23** | | | | |
| K | 19.0 | 3 | | |
| 1 | 16.0 | 3 | | |
| 2 | 16.0 | 3 | | |
| 3 | 22.0 | | 2 | |
| 4 | 25.0 | | 2 | |
| 5 | 26.0 | | 2 | |

*Number of classes indicates how many classes fall into each site category (a range of total students per class).*
**"Other" category is for multi-grade level classes.*

# Curriculum & Instruction

## Staff Development

All professional development opportunities at Santa Paula Unified School District are being aligned to the California State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state content standards, and professional development surveys.

During the 2022-23 school year, McKevett Elementary provided site-based staff development during release days and at staff meetings. Topics were centered around the District's focus for staff development identified by the Educational Services Department. Training topics included:

• Academic Intervention
• CGIA (Grades 3-5)
• Core Reading (Grades K-2)
• EL Shadowing (Grade 5)
• Emergency Preparedness/Safety
• PK3CC Counting Selections (Grades K-2)
• Social Emotional Learning (SEL)

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

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

| 2021-22 | 0 days |
|---|---|

•Baseline Assessment Support (STAR Assessments & Literably)
•Curriculum Advisory Team (CAT)
•English Language Development Support

| 2022-23 | 0 days |
|---|---|

▪ CORE Learning - Literacy Services
▪ CGI Math - Teacher Learning Center
▪ Report Card Entry Training for Q
▪ EL Shadowing

| 2023-24 | 2 days |
|---|---|

• Project Based Learning with Trevor Muir
• CGI Math
• CORE Phonics Instructional Sequence
• Active Intruder Training

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

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

| 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 - *Wonders* | 0% |
| Math | | | |
| 2015 | Yes | Houghton Mifflin Harcourt - *Math Expressions* | 0% |
| Science | | | |
| 2008 | No | Delta Foss Science Kits - *CA Science* | 0% |
| Social Science | | | |
| 2021 | Yes | Studies Weekly | 0% |

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

## Instructional Materials

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

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

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

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

## Specialized Instruction

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

McKevett 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

McKevett Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by instructional assistants who work with K-2 students in a 1:1 or small group setting and the ASPIRE (After School Program for Instruction, Reading & Enrichment) program. Push-in and pull-out reading intervention support is provided by a reading specialist.

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0 | 1 |
| Misassignments | 1 | 0 |
| Vacant Positions | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1 | 1 |

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

| Class Assignments / Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.6 | 0 |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

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/Assignment | School # | School % | District # | District % | State # | State % |
|---|---|---|---|---|---|---|
| **School Year 2020-21** | | | | | | |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14 | 93.33 | 208.2 | 90.65 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.44 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 6.67 | 6.9 | 3.04 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 3.2 | 1.4 | 12115.8 | 4.41 |
| Unknown | 0 | 0 | 10.2 | 4.47 | 18854.3 | 6.86 |
| Total Teaching Positions | 15 | 100 | 229.7 | 100 | 274759.1 | 100 |

| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
|---|---|---|---|---|---|---|
| **School Year 2021-22** | | | | | | |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.8 | 93.7 | 213.6 | 89.46 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2.8 | 1.19 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 6.3 | 12.8 | 5.38 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 2.2 | 0.93 | 11953.1 | 4.28 |
| Unknown | 0 | 0 | 7.2 | 3.03 | 15831.9 | 5.67 |
| Total Teaching Positions | 15.8 | 100 | 238.7 | 100 | 279044.8 | 100 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

# Professional Staff
## Teacher Preparation and Credentials
The charts in this report identify the number of teachers at McKevett 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 McKevett Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

## Support Services Staff
McKevett Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole child. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to McKevett 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 2022-23 | No. of Staff | FTE* |
|---|---|---|
| Academic Counselor | 0 | 0.0 |
| Counselor | 1 | 1.0 |
| Health Clerk | 1 | 0.8 |
| Library Clerk | 1 | 0.6 |
| Nurse | As needed | |
| Occupational Therapist | As needed | |
| Psychologist | As needed | |
| Speech Therapist | 1 | 0.4 |
| PE Teacher | 1 | 1.0 |
| District Mental Health Counselor | As needed | |
| Outreach Consultant | 1 | 0.4 |

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

# District Expenditures

## Salary & Budget Comparison

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

## Expenditures Per Student

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

### Teacher and Administrative Salaries 2021-22

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

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

### Expenditures Per Pupil and School Site Teachers Salaries 2021-22

| Expenditures Per Pupil | Dollars Spent Per Student | | | | |
|---|---|---|---|---|---|
| | MES | SPUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 12,987 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 1,828 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 11,159 | 9,246 | 120.7% | 7,607 | 121.6% |
| Average Teacher Salary | 88,944 | 85,611 | N/A | 81,984 | N/A |

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

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

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

# SARC Data

## DataQuest

DataQuest is an online data tool located at https://dq.cde.ca.gov/dataquest/ that contains additional information about McKevett 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.