

Santa Paula Unified School District

School Plan for Student Achievement



McKevett Elementary School

VAPA - Visual and Performing Arts Academy

56 76828 6055602

Contact Information:

Lori Sanchez, Interim Principal

lsanchez@santapaulausd.org

955 East Pleasant St.

Santa Paula, CA 93060

(805) 933-8911



Revised September 2025

Fiscal Year 2025-2026

(This page intentionally left blank)

Table of Contents

The School Plan for Student Achievement	2
Recommendations and Assurances	3
School Site Council Membership	4
English Language Advisory Council (ELAC) Membership	5
District information	6
District Profile	6
District Vision	6
District Mission	6
District LCAP Goals	7
School Information	8
School Profile	8
School Mission	8
Student Enrollment by Grade	9
Student Enrollment by Ethnicity	9
Student Enrollment by Subgroup	10
Comprehensive Needs Assessment	10
Violence Prevention, Bully Prevention, and Student Safety	10
Nutrition Programs & Fitness Programs	11
Extended Learning Programs	11
School Plan for Student Achievement	12
Plan Description	12
Educational Partner Involvement	12
Comprehensive Needs Assessment	13
Resource Inequities	13
Goals, Strategies/Activities, and Expenditures	14
Budget	24
References	26
2023-2024 CAASPP – Grade 3 English Language Arts/Literacy & Mathematics	26
2023-2024 CAASPP – Grade 4 English Language Arts/Literacy & Mathematics	27
2023-2024 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics	28
2023-2024 CAASPP – Grade 6 English Language Arts/Literacy & Mathematics	29
School-Parent/Home Compact	30
Family Engagement Policy	31
Parent Involvement Calendar	35
Professional Development Plan	36
School Accountability Report Card	37
School Site Council Bylaws	45

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:

Lori Sanchez, Interim Principal
McKevett Elementary School
955 East Pleasant St.
Santa Paula, CA 93060
(805) 933-8911
lsanchez@santapaulausd.org

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

Recommendations and Assurances

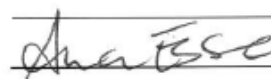
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 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:

ELAC Committee

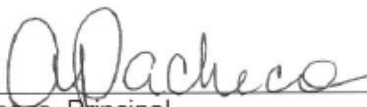
Leadership Team

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: 5/8/25

Attested:


Alice Pacheco, Principal

5/8/25
Date


SSC Chairperson

5/8/25
Date

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Alice Pacheco	X				
Donna Cowles		X			
Lisa Grimes		X			
Ellen Henderson		X			
Roxanne Zamora			X		
Sandra Andrade				X	
Crystal Carrillo				X	
Kelly Faulkner				X	
Susana Herrera				X	
Rosa Sanchez				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
Alice Pacheco	X				
Sonia Valle				X	
Rosa Isela Sanchez				X	
Number of members in each category	1			2	

(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: January 24, 2024
- ☐ The name of the parent ELAC representative to SSC is: Rosa Isela Sanchez

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

2024-2025

SUMMARY



Vision Statement
Committed to Serving Every Student Every Day

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

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

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

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

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

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

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

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

GOAL 3

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

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

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

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

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

- P5a Implement a Multi-tiered System of Supports

School Information

School Profile

McKevett 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, 300 students were enrolled, including 27% qualifying for English Language Learner support, 87% socioeconomically disadvantaged, 12% special education, 2% migrant education, and 15.7% homeless youth.

Textbooks

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

- **Language Arts:** Wonders ELA is used daily during the Language Arts period. This program is aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed. Tier II students receive intervention instruction from classroom teachers in small groups during school. 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, McKevett utilizes systematic ELD practices to provide English Language Learners (ELL) with explicit, direct instruction of 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.
- **Mathematics:** McKevett uses Math Expressions by Houghton Mifflin Harcourt daily in every classroom during the math block. This program is aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers. Intervention groups receive instruction from a variety of supplemental materials.
- **History/Social Studies:** McKevett uses Studies Weekly History/Social Studies program which is the District-adopted core curriculum for K-5 schools. This program is aligned with the Common Core State Standards.
- **Science:** McKevett uses the Delta FOSS Science Program, the District-adopted core curriculum for K-5 schools. This program is aligned with the California State Content Standards.

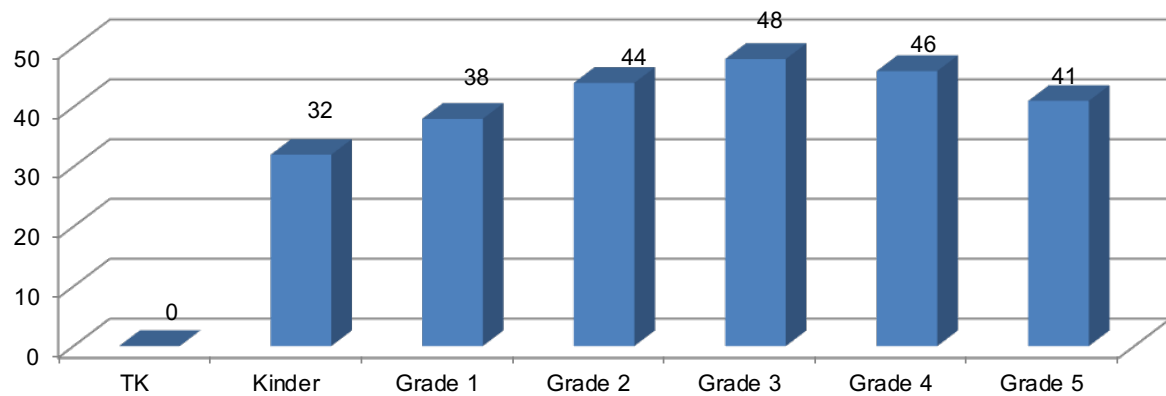
The district has also purchased Mystery Science for each site to serve as a supplemental curriculum until there's a new framework. A comprehensive Science pilot and adoption will take place after the History Social Science pilot and adoption is completed.

School Mission

At McKevett School, we provide a safe and nurturing academic community focused on producing responsible citizens, who will become effective contributors to our diverse society. The students are motivated and encouraged to achieve academic excellence and to become caring, creative thinkers and lifelong learners.

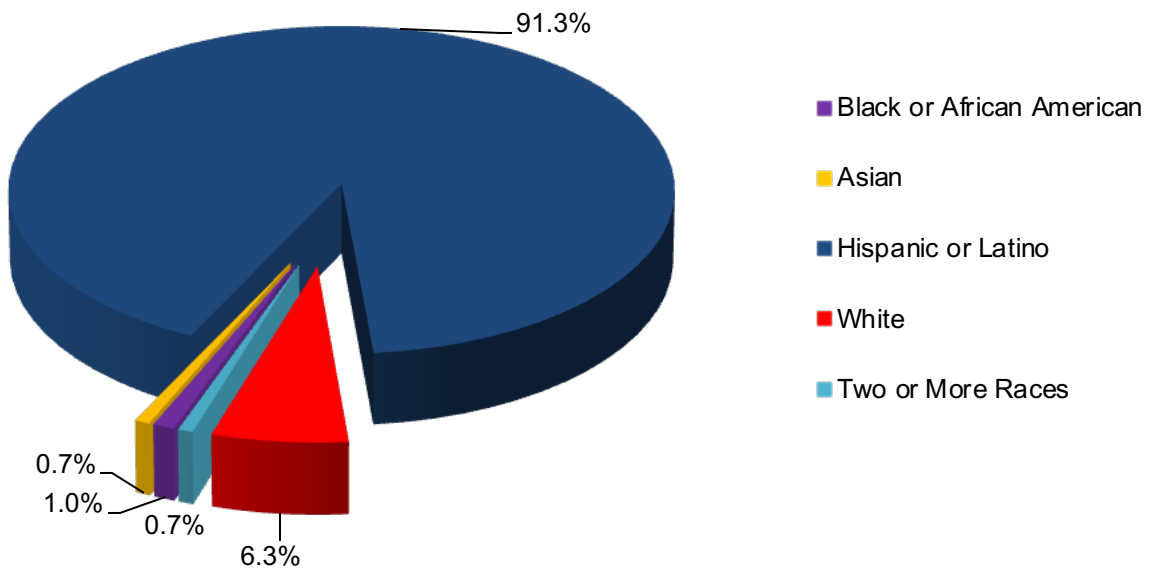
Student Enrollment by Grade

Source: Data Quest 2024-2025



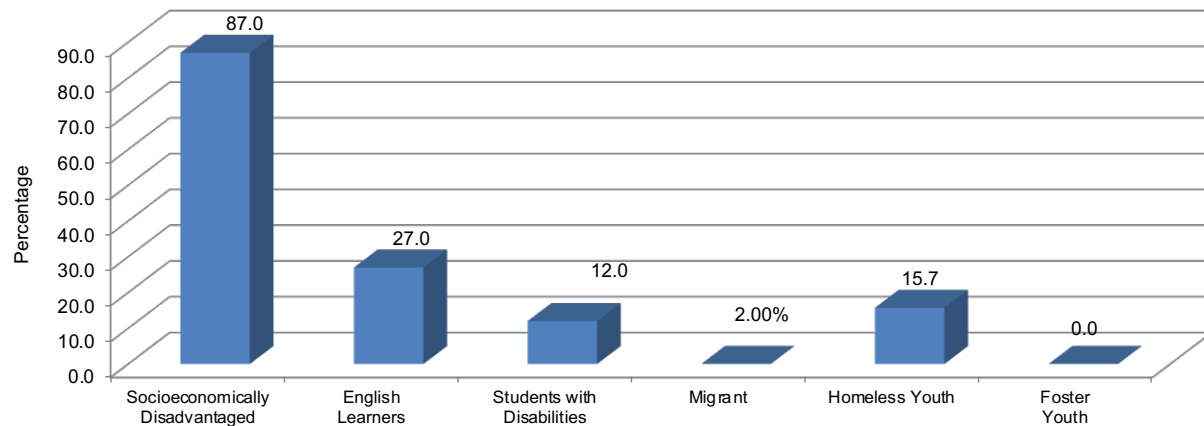
Student Enrollment by Ethnicity

Source: Data Quest 2024-2025



Student Enrollment by Subgroup

Data Source: Data Quest 2024-2025



Comprehensive Needs Assessment

McKevett 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:

- ✓ Analysis of Student Performance Data:
 - Io Assessment Reports
 - ELPAC Reports
 - CAASPP Reports
 - BPST
 - Math Benchmark Tests (District provided)
 - STAR Reading
 - Teacher Feedback

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Violence Prevention, Bully Prevention, and Student Safety

McKevett Elementary School supports efforts to maintain a safe and healthy environment by accessing professional resources through local law enforcement and public health agencies. The District works with school administrators to provide resources and support for both students and parents. During the 2024-25 school year, McKevett Elementary School plans to provide the following programs for its students (and parents as applicable):

- **Anti-bullying Presentations**
- **Guest Speakers**
- **Full-Time School Counselor**
- **CHAMPS** – CHAMPS is a class wide positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reduce misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.
- **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

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). McKevett 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.
- **Seamless Summer Feeding Option Program** - students participating in summer school receive nutritious snacks and meals through the National School Lunch and School Breakfast programs.
- **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.

Extended Learning Programs

McKevett Elementary offers the following extended learning programs:

- **Intervention Programs** - Multiple programs offered during school hours
- **Instructional Assistants** – Assistants who work with the students in a 1:1 or small group setting
- **ASPIRE (After School Program for Instruction, Recreation & Enrichment)** – This program is held daily from 2:45 to 6:00 p.m. and 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.
- **One Full-Time and One Part-Time Reading Teacher**– Teacher provides intervention and support to those students who need assistance
- **STEAM Literacy Coaches** – Provides direct services to students during science.

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
McKevett Elementary School	56768286055602	April 9, 2025	

Plan Description

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

McKevett Elementary's plan for meeting the Every Student Succeeds Act (ESSA) requirements aligns with our Local Control and Accountability Plan (LCAP) by prioritizing equity, academic achievement, and student well-being. We ensure all students have access to high-quality instruction through targeted interventions, professional development for teachers, and data-driven decision-making.

Key strategies include:

- **Academic Growth:** Using CAASPP results and local assessments to guide instruction and support students in ELA and Math.
- **Student Support Services:** Providing intervention programs, English Learner support, and Special Education services.
- **Engagement & Enrichment:** Expanding access to arts education through our Visual and Performing Arts Academy, integrating film and media literacy, and offering after-school programs.
- **Family & Community Engagement:** Hosting coffee chats, parent conferences, and cultural events to strengthen school-community partnerships.
- **Resource Alignment:** Leveraging federal Title I funds and state/local resources to support intervention programs and teacher development.

By integrating ESSA goals with LCAP priorities and other funding sources, McKevett ensures all students receive a well-rounded, equitable education.

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:
McKevett Elementary School Site Council	04/09/25
McKevett Elementary Staff Members	03/31/25

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.

Based on the California School Dashboard and local assessment data, McKevett Elementary has identified areas needing significant improvement, particularly in Mathematics and English Language Arts (ELA). While our 2023-24 CAASPP results showed overall improvement, certain student groups continue to experience performance gaps.

1. Areas of Low Performance & Significant Gaps:

1. Mathematics Proficiency: While gains were made, overall student performance in Math remains below state targets.
2. English Learner (EL) Progress: Some EL students are not meeting growth targets in ELA and Math.
3. Students with Disabilities: This group has lower proficiency rates compared to their peers.
4. Chronic Absenteeism: Attendance data shows an increase in absenteeism, impacting student achievement.

2. Steps Taken to Address These Areas:

- Targeted Math and ELA Interventions: Small-group instruction, after-school tutoring, and differentiated supports for struggling students.
- English Learner Support: Strengthening Designated and Integrated ELD instruction, monitoring progress, and providing additional academic support.
- Professional Development: Ongoing training for teachers in evidence-based instructional strategies, including CGI math for conceptual understanding.
- Family Engagement & Support: Parent workshops on literacy, math, and attendance awareness, along with expanded parent communication efforts.
- Social-Emotional & Attendance Supports: Implementing school-wide attendance incentives and counseling services to improve student engagement.

McKevett remains committed to closing achievement gaps and ensuring all students receive equitable support for academic success.

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 for all students in all grade levels in English Language Arts and Math as measured by CAASPP 2025 Results, STAR Reading, Star Math, and Lexia. (LCAP Goal 1, 2, & 4)

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.

The California Accountability Dashboard shows that McKevett students are performing 28.7 points below standard in ELA and 21.8 points below standard in Math as measured by the CAASPP.

CAASPP Assessments

- English Learners: 81.3 points below standard in ELA, 67.4 points below in Math.
- Reclassified Students: 11 points below standard in ELA, 9 points below in Math.
- English-Only Students: 11 points below standard in ELA, 8.1 points below in Math.
- Chronic Absenteeism Rate: 18.2%

Local Assessments

- STAR Reading: 32% of students are reading proficient in Reading.
- STAR Math: 32% of students are proficient in Math.
- Lexia: 37% of students are working in grade level material or above.

These performance gaps highlight the need for targeted interventions to support English Learners and ensure all students achieve academic growth.

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 ELA	28.7 Pts Below Standard (2024)	5 Pts Below Standard (2025) (+24)
CAASPP Math	21.8 Pts Below Standard (2024)	0 Pts Below Standard (2025) (+22)
STAR Reading	32% Proficient on Star ELA Consolidated Report (Spring 25)	42% on Star ELA Consolidated Report (Spring 26)
STAR Math	32% Proficient on Star ELA Consolidated Report (Spring 25)	42% on Star ELA Consolidated Report (Spring 26)
Lexia	37% of Students are working in material that is grade level or above. (Spring 25)	47% of Students are working in material that is grade level or above. (Spring 26)

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Purchase supplemental books, materials, supplies, and resources to enhance and improve student academic achievement for all students in ELA and Math.	All Students in K-6 th Grade	\$4,000	Title I [4300]
#2	Provide staff members the opportunity to attend conferences and professional development that will provide them with strategies to support student learning.	All Students in K-6 th Grade	\$1,500	Title 1 [5200]
#3	Provide additional classroom instructional support for students with the use of instructional assistants.	All Students in K-6 th Grade	\$17,542 Salary \$6,356 Fringe - \$23,898 Total	Title 1 [2100] [3000]
#4	Purchase and renew software license and applications for educational use to help remediate or advance student learning.	All Students in K-6 th Grade	\$2,047	Title 1 [5800]
#5	Provide the opportunity for students to participate in after school tutoring.	All Students in K-6 th Grade	\$3,392 Salary \$759 Fringe - \$4,151 Total	Title 1 [1103]

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

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

Goal Analysis:

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

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

Strategy 1: Purchase supplemental books, materials, and resources to enhance and improve student academic achievement. Scholastic News was purchased. Students engage with content that is current and age appropriate. It encourages students to read and discuss current events. Materials were also purchased to enhance the instructional program.

Strategy 2: Provide staff members the opportunity to attend conferences and opportunities for professional development that will provide them with strategies to assist students in reaching and engaging all students. Staff members participated in a variety of professional development during the 2024-2025 school year.

Strategy 3: Provide additional classroom instructional support with the use of instructional assistants. Three Instructional assistants provided support to Kinder – 3rd Grade. Instructional Assistants worked with small groups and with student 1:1 to provide support.

Strategy 4: Purchase/renew software licenses and applications for educational use to help remediate or advance student learning. ESGI was purchased to help K-2 teacher to collect, monitor, and analyze student data. Teachers were able to use the program to send home personalized reports for students and flashcards for students. Happy Numbers, Lexia, and Starfall were purchased to support student learning.

Strategy 5: Provide the opportunity for students to participate in after school tutoring. Teachers were able to provide afterschool tutoring to students as needed.

Annual Measurable Outcomes

Metric	Outcome Distance from Standard			
	2019	2022	2023	2024
Math CAASPP	47.4	74.7	45.6	21.8
ELA CAASPP	40.9	48.8	46.3	28.7

Star – Consolidated State Performance Report

Spring 2025	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Reading	NA	29%	37%	40%	36%	28%
Math	24%	36%	32%	57%	13%	32%

Lexia Progress – Percentage of students working in grade level material or above grade level material.

Time Frame	Kinder	1 st	2 nd	3 rd	4 th	5 th	ALL
April 22	30%	25%	29%	29%	10%	10%	24%
April 23	96%	82%	54%	53%	13%	32%	59%
April 24	94%	48%	46%	40%	38%	17%	27%
April 25	85%	49%	37%	26%	16%	13%	37%

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

No changes will be made to this goal, annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

Goal 2:

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities. (LCAP Goal 3).

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.

Increasing parent involvement and enhancing student engagement through a variety of enrichment opportunities can significantly improve academics by creating a more supportive and stimulating learning environment. When parents are actively involved, students tend to have better attendance, higher motivation, and more consistent homework completion. Enrichment activities—such as art, music, sports, and STEM programs—make learning more engaging and meaningful, helping students develop critical thinking, creativity, and problem-solving skills. Together, these factors foster a stronger connection to school and a deeper investment in learning, leading to improved academic performance.

The California Accountability Dashboard shows that McKevett students are performing 28.7 points below standard in ELA and 21.8 points below standard in Math as measured by the CAASPP.

CAASPP Assessments

- English-Only Students: 11 points below standard in ELA, 8.1 points below in Math.
- Reclassified Students: 11 points below standard in ELA, 9 points below in Math.
- English Learners: 81.3 points below standard in ELA, 67.4 points below in Math.
- Chronic Absenteeism Rate: 18.2%

Local Assessments

- STAR Reading: 32% of students are reading proficient in Reading.
- STAR Math: 32% of students are proficient in Math.
- Lexia: 37% of students are working in grade level material or above.

These performance gaps highlight the need for targeted interventions to support English Learners and ensure all students achieve academic growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Education Workshops	5 Sessions held	Maintain a minimum of 5 site-based sessions annually.
Provide Translation	Translation provided at all parent meetings	Continue providing translation at all parent meetings.
Number of study trips attended.	At least one study trip per grade level.	Provide all students with at least one standards-aligned study trip per year.
Percentage of parents attending parent conferences in Fall 2025.	No baseline at this time.	Achieve at least 80% parent participation at parent conferences.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide parent meetings and workshops to support student learning. Topics include LCAP, academic achievement, reclassification, math night, literacy night.	All Students	\$831	Title 1 [4300- parent involvement]
#2	Provide translation services for parents when needed for Back to School Night, Parent Nights, and Parent Conferences.	All Students	TBD	Title 1
#3	Provide childcare for parent meetings to increase attendance and accessibility.	All Students	TBD	Title 1
#4	Provide light refreshments at in person parent meeting to encourage attendance and engagement.	All Students	TBD	Title 1
#5	Purchase educational supplies and materials for parents that help support student learning at home.	All Students	TBD	Title 1
#6	Provide students the opportunity to attend study trips.	All Students	\$2,051	Title 1 [5860]

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

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

Goal Analysis:

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

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

For the 24-25 school year McKevett held the following parent meetings. The topics of the meetings were as follows:

- Title 1
- Meet the Counselor
- Reclassification Information
- LCAP Information
- Parent Opportunities for Involvement – Back to School Night, Annual Halloween Parade, Thanksgiving Turkey Trot, Family Art Fair Celebration, Color Run, SCIP meetings, Study Trips, Classroom Helpers, and Parent Conferences.

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

For the 2025 – 2026 school year, McKevett will host a Math game night for parents with tools for them to take home to support their student with Math.

Goal 3:

Reduce suspensions and expulsions and create a welcoming school climate. (LCAP Goal 3)

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.

Improving practices that promote school safety and student-connectedness helps create a positive school environment where students feel valued, respected, and supported. When students feel safe and connected to their school community, they are more likely to attend regularly, engage in learning, and demonstrate positive behavior. Social-emotional support helps students manage stress, build healthy relationships, and develop self-confidence—all of which are essential for academic success. A safe and inclusive environment also allows teachers to focus more on instruction, creating a setting where academic achievement can thrive.

The California Accountability Dashboard shows that McKevett students are performing 28.7 points below standard in ELA and 21.8 points below standard in Math as measured by the CAASPP.

CAASPP Assessments

- English Learners: 81.3 points below standard in ELA, 67.4 points below in Math.
- Reclassified Students: 11 points below standard in ELA, 9 points below in Math.
- English-Only Students: 11 points below standard in ELA, 8.1 points below in Math.
- Chronic Absenteeism Rate: 18.2%

Local Assessments

- STAR Reading: 32% of students are reading proficient in Reading.
- STAR Math: 32% of students are proficient in Math.
- Lexia: 37% of students are working in grade level material of above.

These performance gaps highlight the need for targeted interventions to support all learners and ensure all students achieve academic growth.

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
Number of social emotional learning and character development assemblies	Host one assembly per semester.	Maintain hosting one assembly per semester.
Number of SCIP Meetings Held	Conduct SCIP meetings on six full days.	Conduct six SCIP meeting days annually.
Number of Data Team Meetings Held	Baseline not provided	Conduct one data team meeting per grade level per semester (e.g. 14 meetings for K-6)

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
# 1	Schedule assembly presentations on social emotional learning and character development to support student well-being.	All Students	\$3,018	Title 1
# 2	Conduct SCIP meetings for students struggling with attendance, academics, or behavior.	All Students	\$2,000	Title 1 [1102]
# 3	Conduct data analysis meetings with each grade level once per semester to analyze student performance data and set academic growth goals.	All Students	\$2,000	Title 1 [1102]

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

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

Goal Analysis:

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

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

Strategy 1: Bring assembly presentations regarding social emotional topics and character development. The Bully Dudes came to McKevett and held an assembly regarding bullying and getting along with others.

Strategy 2: Conduct SCIP meetings for students that are struggling with attendance, academics, or behavior. Several SCIP meetings were held throughout the year.

Strategy 3: Meet with a school leadership team several times a year to analyze data and identify trends. Meet with each grade level each trimester to analyze data and formulate goals for students. An Instructional Leadership team met monthly.

Metric	Expected Outcome	Actual Outcome
Social Emotional Assembly	1	2
SCIP Meeting Days	12	10

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

There are no major differences between the intended implementation or budgeted expenditures to implement the strategies or activities to meet the articulated goal.

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

No changes will be made to this goal. The annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$45,581.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Overall total of funds included for this school: **\$45,581.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$45,581.00

Subtotal of additional federal funds included for this school: **\$45,581.00**

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: **\$45,581.00**

Title I Allocations – 2025-2026

2025-2026 Title 1 Budget
Name of School: McKevett

		Resource	Title I	Carry Over	Remarks
		Allocation: 25-26	45,581.00		
OBJ.	Function	DESCRIPTION			
1102	1000	Substitutes	4,000.00		SCIP, Data Teams
1103	1000	Tchr. Extra Duty	3,392.00		Tutoring (Salary)
1203	1000	Counselor Extra Duty			
2100	1000	Instructional Asst.	17,542.00		Instructional Aides (Salary)
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	7,200.00		6,356 (IA), 759 (Teacher)
4200	1000	Other Books- students			
4200	3110	Other Books - counselor			
4200	2700	Other Books - Admin			
4300	1000	Supplies - Students	4,000.00		Scholastic News, Instructional Supplies
4300	2420	Supplies - Library			
4300	2495	Supplies – Parent Inv.	831.00		Parent Involvement
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	1,500.00		Professional Dev
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.			
5800	1000	Prof. Serv. Inst	5,065.00		\$3,018 Software,\$2,047 Assemblies
5860	1000	Transportation	2,051.00		Study Trips
Total Spent			45,581.00		
Available Balance			-		

SSC Chair Signature: Kelly Grubbs Date: 5/13/25
Principal Signature: [Signature] Date: _____

References

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

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	47	47	47	19.15%	23.40%	38.30%	19.15%
Male	29	29	29	20.69%	13.79%	48.28%	17.24%
Female	18	18	18	16.67%	38.89%	22.22%	22.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	44	44	44	15.91%	25.00%	38.64%	20.45%
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	39	39	39	12.82%	23.08%	41.03%	23.08%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	4	4	4	*	*	*	*

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	47	47	47	17.02%	40.43%	21.28%	21.28%
Male	29	29	29	20.69%	48.28%	10.34%	20.69%
Female	18	18	18	11.11%	27.78%	38.89%	22.22%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	44	44	44	15.91%	38.64%	22.73%	22.73%
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	39	39	39	10.26%	43.59%	23.08%	23.08%
English Learners	9	9	9	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	4	4	4	*	*	*	*

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

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	47	46	46	13.04%	26.09%	23.91%	36.96%
Male	24	24	24	16.67%	20.83%	20.83%	41.67%
Female	23	22	22	9.09%	31.82%	27.27%	31.82%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	43	42	42	14.29%	26.19%	21.43%	38.10%
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	42	41	41	9.76%	24.39%	24.39%	41.46%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	7	7	*	*	*	*

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	47	46	46	10.87%	34.78%	45.65%	8.70%
Male	24	24	24	16.67%	37.50%	33.33%	12.50%
Female	23	22	22	4.55%	31.82%	59.09%	4.55%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian							
Filipino							
Hispanic or Latino	43	42	42	11.90%	33.33%	45.24%	9.52%
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	42	41	51	9.76%	31.71%	48.78%	9.76%
English Learners	7	7	7	*	*	*	*
Students with Disabilities	6	6	6	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	8	7	7	*	*	*	*

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

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	48	48	48	6.25%	22.92%	33.33%	37.50%
Male	19	19	19	10.53%	26.32%	26.32%	36.84%
Female	29	29	29	3.45%	20.69%	37.93%	37.93%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	46	46	46	6.52%	23.91%	30.43%	39.13%
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	43	43	43	2.33%	20.93%	37.21%	39.53%
English Learners	18	18	18	0.00%	11.11%	33.33%	55.56%
Students with Disabilities	11	11	11	0.00%	45.45%	18.18%	36.36%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	48	48	48	10.42%	12.50%	27.08%	50.00%
Male	19	19	19	21.05%	15.79%	26.32%	36.84%
Female	29	29	29	3.45%	10.34%	27.59%	58.62%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	46	46	46	8.70%	13.04%	28.26%	50.00%
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	43	43	43	9.30%	11.63%	27.93%	51.16%
English Learners	18	18	18	5.56%	11.11%	11.11%	72.22%
Students with Disabilities	11	11	11	18.18%	0.00%	27.27%	54.55%
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	5	5	*	*	*	*

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

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	51	50	50	6.00%	24.00%	42.00%	28.00%
Male	20	19	19	5.26%	21.05%	31.58%	42.11%
Female	31	31	31	6.45%	25.81%	48.39%	19.35%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	48	47	47	4.26%	23.40%	42.55%	29.79%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	47	47	6.38%	23.40%	40.43%	29.79%
English Learners	15	14	14	0.00%	14.29%	21.43%	64.29%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	51	51	51	13.73%	21.57%	29.41%	35.29%
Male	20	20	20	10.00%	5.00%	45.00%	40.00%
Female	31	31	31	16.13%	32.26%	19.35%	32.26%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian							
Filipino							
Hispanic or Latino	48	48	48	12.50%	20.83%	29.17%	37.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48	48	48	14.58%	22.92%	27.08%	35.42%
English Learners	15	15	15	0.00%	13.33%	33.33%	53.33%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	9	9	9	*	*	*	*

School-Parent/Home Compact

**McKevett Elementary School**
School Compact

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 and responsibilities that we as partners will carry out to support student success in school and in life.

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 to work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Respect the school, my classmates, the staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school on time every day, gets adequate sleep, regular medical attention, proper nutrition and encourage proper hygiene.
- 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 (# of minutes, as determined by the teacher).
- Communicate with the teacher or the school when regarding school experiences and academic achievement.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, the staff, the other students and their families.
- Notify the school when my child is absent and provide a reason.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- 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.
- 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
- Consistently work with families and my school colleagues to make schools accessible and welcoming for families to help each student achieve the school's high academic standards.

Student_____
Teacher_____
Parent/Guardian

Family Engagement Policy

Santa Paula Unified School District*McKevett Elementary School*
Parental Engagement Policy
2025-2026

McKevett Elementary has developed a written Title I parent and family engagement policy with input from Title I parents and family members. *Adams invites parents to provide input during parent committees such as SSC, PTA and ELAC, during parent conferences or SCIP's and school 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 through opening day packets or Parent Information Night and to any students who enroll after that date during the school year.* 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 McKevett Elementary, 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 Parent Information Night at the beginning of the school year.*
- *Invite parents to discuss school concerns when on campus for SSC, SCIPs, ELAC, PTA, and when concerns arise.*
- *All parent meetings will have Spanish translations available.*

- 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 Parent Information Night at the beginning of the school year. Each class will present information in English and Spanish.*
- *Convene with English Language Advisory Committee (ELAC) at least three times a year to establish communication and English Language Learner Plan. Babysitting and translation are available at each meeting.*
- *Invite parents to PTO meetings at least three times a year for the purpose of parental involvement and input.*
- *At least two Family Nights with the focus on Reading and Math will be advertised and parents will be invited to participate.*

- 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 schoolwide program plan. (20 USC 6318(c)(3))

- *We will revise our School Parental Involvement Policy annually with input from SSC, PTO and ELAC.*
- *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 at Parent Information Night.*
 - *Parent Committee meetings such as ELAC, SSC, and PTO.*
 - *School Accountability Report Card*
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))
 - *Parent Information Nights*
 - *Parent Teacher Conferences/Meetings*
 - *IEP or SCIP Meetings*
 - *ELAC, SSC, PTO 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 Collaborative Intervention Planning (SCIP) Meetings*
 - *ELAC Meetings*
 - *School Site Council Meetings*
 - *PTO Meetings*

II. School-Parent Compact

McKevett Elementary 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 a 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 Opening Day 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

McKevett Elementary 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, 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 PTO*
- *Family Nights focused on Literacy, Math*

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*
- *SST Meetings*
- *Parent Teacher Conferences*

c) With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. (20 USC 6318(e)(3))

- *Staff Meetings*
- *Professional Collaboration Time*
- *ELAC, PTO and SSC meetings*

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 to encourage and support parents in more fully participating in the education of their children. (20 USC 6318(e)(4))

- *Parent Education classes*

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. Other languages are translated for parents in IEPs, SSTs, parent-teacher conferences if translators can be secured

- f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318(e)(14))

- *Flexible Meeting Times*
- *Suggestions from SSC, PTO and ELAC*
- *Annual Survey results will be used to evaluate programs*

- **Accessibility**

McKevett Elementary, 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*
- *Bilingual assistance for parents as needed for registration, health or other situations*
- *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

McKevett Elementary School welcomes and encourages parent involvement at the many school functions. The calendar below identifies many of the activities throughout the 2025-2026 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

July	January PTO Meeting LCAP Parent Forum
August	February School Site Council Reclassification Celebration
September PTO Meeting Back to School Night	March Parent Conferences Book Fair School Site Council
October Red Ribbon Week School Site Council Math Game Night	April School Site Council
November Parent Conferences Turkey Trot Book Fair	May PTO Meeting School Site Council Art Fair
December School Site Council Winter Spirit Week	June Kinder End of Year Performance Color Run 6 th Grade Party YCP Film Festival

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 Alice Pacheco provides teachers with onsite support with data analysis, intervention planning, instructional strategies, and uses frequent walk-throughs to monitor the instructional program. She provides feedback on adherence to grade level implementation of paced standards and high impact instructional strategies.

During the 2025-2026 school year, McKevett Elementary School’s teachers will focus on the following staff development topics:

- GCI Math

School Accountability Report Card



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 2023-24 ACTIVITY PUBLISHED IN 2024-25

Principal's Message

Welcome to the 2024-2025 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 21st 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, students 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 2023-24 school year, the District served 4,808 students in grades TK-12. The demographic composition of the student body

included 18.1% students identified with a disability, 31.1% qualifying for English learner support, 80.7% enrolled in the Free or Reduced Price Meal program, 1.2% migrant, 0.1% foster youth, and 7.2% homeless youth.

District Vision & Mission

Vision:

Committed to serving every student every day.

Mission:

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

Student Enrollment by Student Group and Grade Level

2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.8%	Kinder	40
Male	49.2%	Grade 1	48
Non-Binary	0.0%	Grade 2	44
American Indian or Alaskan Native	0.0%	Grade 3	45
Asian	0.6%	Grade 4	44
Black or African American	1.3%	Grade 5	46
Filipino	0.0%	Grade 6	50
Hispanic or Latino	92.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.9%		
White	4.4%		
English Learners	31.9%		
Foster Youth	0.0%		
Homeless	10.7%		
Migrant	1.3%		
Socioeconomically Disadvantaged	80.8%		
Students with Disabilities	14.2%		
Total Enrollment			317

Santa Paula Unified School District

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

Board of Trustees

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

District Administration

Mr. Jeffrey Weinstein
Superintendent

Dr. David Moore
Associate Superintendent
Educational Services

Dr. Georgina Ramirez
Assistant Superintendent
EL Services & Community Engagement

Dr. Marguerite Williams
Chief Business Officer

Contents

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

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

McKevett Elementary School

During the 2023-24 school year, McKevett Elementary served 317 students in grades TK-6. Student enrollment included 31.9% qualifying for English learner support, 14.2% students identified with a disability, 80.8% enrolled in the Free or Reduced Price Meal program, 1.3% migrant, and 10.7% 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 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/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

Art Festival
Classroom Volunteers
Fundraisers
Field Trip Chaperones
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)
LCAP Committee
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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	18	8.51	14.69	15.95	30.29	30.73

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

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

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)**2023-24**

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	48	47	97.92%	2.08%	8.51%
Female	29	28	96.55%	3.45%	7.14%
Male	19	19	100.00%	0.00%	10.53%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	46	45	97.83%	2.17%	8.89%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	18	17	94.44%	5.56%	0.00%
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	32	31	96.88%	3.12%	3.23%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00%	0.00%	9.09%

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2023-24										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	194	192	98.97%	1.03%	34.90%	194	193	99.48%	0.52%	39.90%
Female	101	100	99.01%	0.99%	36.00%	101	100	99.01%	0.99%	34.00%
Male	93	92	98.92%	1.08%	33.70%	93	93	100.00%	0.00%	46.24%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	182	180	98.90%	1.10%	34.44%	182	181	99.45%	0.55%	38.12%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	49	48	97.96%	2.04%	14.58%	49	49	100.00%	0.00%	24.49%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	26	25	96.15%	3.85%	32.00%	26	25	96.15%	3.85%	48.00%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	141	139	98.58%	1.42%	30.94%	141	140	99.29%	0.71%	38.57%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	31	31	100.00%	0.00%	25.81%	31	31	100.00%	0.00%	19.35%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English Language Arts/Literacy	28	35	29	34	46	47
Mathematics	28	40	18	20	34	35

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

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

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

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

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.

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/.

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:

2023-24 Campus Improvements:

- HVAC installation in nine classrooms & the magnet building
- Striping modifications
- HVAC repairs
- Soundproofing in room 16

2024-25 Campus Improvements:

- HVAC improvements
- Flooring replacement at room K2, K3 and staff restrooms

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.

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

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 28, 2024. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2024-25 school year, 100% of restrooms were fully operational and available to students at the time of inspection.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for 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 Fall 2024.

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.

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 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 28, 2024				
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 (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	344	336	61	18.20%
Female	173	169	31	18.30%
Male	171	167	30	18%
Non-Binary				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino				
Hispanic or Latino	317	311	59	19%
Native Hawaiian or Pacific Islander				
Two or More Races	--	--	--	--
White	17	15	1	6.70%
English Learners	113	110	15	13.60%
Foster Youth				
Homeless	43	42	18	38.10%
Socioeconomically Disadvantaged	281	283	58	20.50%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	54	17	31.50%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	2.82%	1.22%	2.91%	3.17%	4.99%	4.58%	4.52%	3.60%	N/A
Expulsions	0.00%	0.00%	0.00%	0.07%	0.12%	0.06%	0.21%	0.08%	N/A

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

Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.91%	0.00%
Female	0.58%	0.00%
Male	5.26%	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	2.84%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.88%	0.00%
English Learners	3.54%	0.00%
Foster Youth	0.00%	0.00%
Homeless	2.33%	0.00%
Socioeconomically Disadvantaged	3.09%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.79%	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.

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 Level	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	Average Class Size	Number of Classes*		
		1-20	21-32	33+
		18.0	3	
		16.0	3	
		16.0	3	
		22.0		2
2023-24	Average Class Size	Number of Classes*		
		1-20	21-32	33+
		20.0	2	
		24.0		2
		22.0		2
		23.0		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 2023-24 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
- CGI (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 2022-23, 2023-24, and 2024-25 school years, Santa Paula Unified School District provided the following staff development training:

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

2022-23	0 days
• 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	
2024-25	2 days
• CGI Math	
• Priority Standards and Standards Maps	
• Benchmark Assessments and Performance Matters	
• CAASPP Testing	
• Textbook Standards Alignment	

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

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

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan McGraw Hill - <i>Wonders</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Science			
2008	No	Delta Foss Science Kits - <i>CA Science</i>	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%
Social Science			
2021	Yes	Studies Weekly	0%
2017	Yes	McMillan McGraw Hill - <i>World of Wonders</i>	0%

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 25, 2024, the Santa Paula Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution 2024-25:5 Sufficiency of Textbooks or Instructional Materials](#) which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each student has a textbook or instructional materials, or both, to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage (2) all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and

5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in this annual report the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2024-25 school year, Santa Paula Unified School District provided all students enrolled in a visual/performing arts class with their own instructional materials or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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

Specialized Instruction

All curriculum and instruction are aligned to the California State Standards approved by the State Board of Education. Every student receives access to a rigorous, well-balanced standards-aligned curriculum. The district provides chrome books or iPads to all students 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	2022-23
Permits and Waivers	0	1	1
Misassignments	1	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1	1	1

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

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	0	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	94.59	235.8	90.06	231142.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1	5.41	11.3	4.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.3	0.91	11746.9	4.23
Unknown	0	0	8.7	3.34	14303.8	5.15
Total Teaching Positions	18.5	100	261.8	100	277698	100

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

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 2023-24		
	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 2022-23 school year, Santa Paula Unified School District spent an average of \$21,682 of total general funds to educate each student (based on 2022-23 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2022-23		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,869	54,930
Mid-Range Teacher Salary	89,653	86,386
Highest Teacher Salary	112,268	111,172
Average Principal Salaries:		
Elementary School	130,884	136,564
Middle School	133,630	141,339
High School	148,216	153,241
Superintendent Salary	249,195	224,537
Percentage of Budget For:		
Teacher Salaries	0.29	28.69
Administrative Salaries	0.05	5.55

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

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	MES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	14,667	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,362	N/A	N/A	N/A	N/A
Unrestricted (Basic)	12,305	10,184	120.8%	10,771	94.6%
Average Teacher Salary	104,636	90,423	N/A	87,655	N/A

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

In addition to general fund state funding, Santa Paula Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

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

SARC Data

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.

McKevett School Site Council (MSSC)

Bylaws 2025 - 2026

Article I: Name of Council

The name of this council shall be the McKevett School Site Council (MSSC).

Article II: Purpose of Council

The purpose of the McKevett School Site Council shall be to:

1. Develop and recommend the Single Plan for Student Achievement (SPSA).
2. Review, with the principal, teachers, other personnel, and students, the implementation of the SPSA and periodically assess the effectiveness of the program.
3. Annually review and update the SPSA, establish a new school budget consistent with the Education Code, and make modifications as needed to address changing improvement needs and priorities.
4. Take other actions as required by the Education Code and the school district's governing body.

Article III: Membership of the Council

Section 1: Composition

The council shall be composed of:

- The principal
- Three (3) certificated employees elected by certificated staff
- One (1) classified or other school staff member elected by peers
- Five (5) parents or community members elected by the parents of students attending the school

The council shall maintain parity between:

- School staff (principal, teachers, and other personnel), and
- Parents or community members selected by the parents

Classroom teachers must comprise the majority of school staff representatives.

The membership shall reflect the social, economic, and ethnic diversity of the school population.

Section 2: Terms of Office

- Members shall serve two (2) year terms and may be re-elected.
- Vacancies will be filled by appointment to serve the remainder of the term.

Article IV: Officers of the Council

The officers of the MSSC shall include:

- Chairperson
- Vice-Chairperson
- Recording/Corresponding Secretary
- Additional officers as deemed necessary by the council

Article V: Meetings and Quorum

Section 1: The MSSC shall meet no fewer than five (5) times during the school year.

Section 2: Special meetings may be called by the chairperson or by a majority vote of the council.

Section 3: Meetings shall be held in a facility or platform provided by the school.

Section 4: All meetings shall be publicized to allow interested individuals to attend.

Section 5: A simple majority of the council membership shall constitute a quorum.

Article VI: Amendments

These bylaws may be amended at any regular meeting by a two-thirds vote of the membership.

Article VII: Duties of Council Members

All council members shall:

- Attend all meetings or provide an alternate if unable to attend in person.
- Accept officer or subcommittee positions when elected or appointed, unless unable to perform the duties.

Article VIII: Election of Officers

Section 1: All officers shall be elected by a majority vote of the council.

Section 2: New officers shall assume their duties at the first meeting.

Section 3: The chairperson may not serve more than two (2) consecutive years in the same office.

Section 4: If an officer resigns before a new election, the chairperson shall appoint a member in good standing to serve until the next regular meeting, when the vacancy will be officially filled.

Article IX: Committees

Section 1: The chairperson may appoint committees as needed or as directed by a majority of the council.

Section 2: Nominating Committee

- The nominating committee shall include a minimum of two (2) council members.
- At the beginning of the school year, the committee shall coordinate the nomination process for new members.
- A notice will be sent to all parents and staff announcing vacancies.
- Candidates may be nominated by others or may self-nominate.
- Each candidate must submit a brief statement of interest, including qualifications and reasons for serving. These will be included on the ballot.
- Elections shall be held before the first meeting of the school year.

Article X: Operating Rules

The meetings of the McKevett School Site Council shall be guided by Robert's Rules of Order and governed by these bylaws.