

Santa Paula Unified School District

School Plan for Student Achievement



McKevett Elementary School

VAPA - Visual and Performing Arts Academy

56 76828 6055602

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Revised July 2026

Fiscal Year 2026-2027

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The School Plan for Student Achievement

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

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

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

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

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

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

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

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955 East Pleasant St.
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(805) 933-8911
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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

Rosa Isela Sanchez
[Signature]

- 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: 5/19/26

Attested:

Lori Sanchez
Lori Sanchez, Interim Principal

5/19/26
Date

Kelly Faulkner
SSC Chairperson

5/19/26
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
Lori Sanchez	X				
Donna Cowles		X			
Lisa Grimes		X			
Ellen Henderson		X			
Gabby Hernandez			X		
Sandra Andrade				X	
Crystal Carrillo				X	
Kelly Faulkner				X	
Christy Lopez				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
Lori Sanchez	X				
Gabby Hernandez			X		
Rosaisela Sanchez				X	
Number of members in each category	1		1	1	

(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 Summary 2026–2027
Local Control and Accountability Plan
**VISION**
Committed to Serving Every Student Every Day
MISSION

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

STATE PRIORITIES ADDRESSED

- | | |
|---|--|
| <ul style="list-style-type: none"> 1 Basic Services or Basic Conditions at Schools 3 Parent Engagement 5 Student Engagement 7 Access to a Broad Course of Study | <ul style="list-style-type: none"> 2 Implementation of State Academic Standards 4 Student Achievement 6 School Climate 8 Outcomes in a Broad Course of Study |
|---|--|

GOAL 1 College, Career & Life Readiness

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

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

GOAL 3 Engagement, Family Partnership & Climate

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

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

GOAL 2 Literacy & Math Proficiency

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

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

GOAL 4 Equitable Conditions for Learning

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

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

GOAL 5 Renaissance HS — Student Stability

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

- P5a Implement a Multi-Tier System of Supports

GOAL 6 Outreach & Attendance Support

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

- P6a Community School Outreach Coordinator

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

School Information

School Profile

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 2025-2026 school year, 243 students were enrolled, including 18.9% qualifying for English Language Learner support, 79% socioeconomically disadvantaged, 12.8% special education, 2.1% migrant education, and 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:

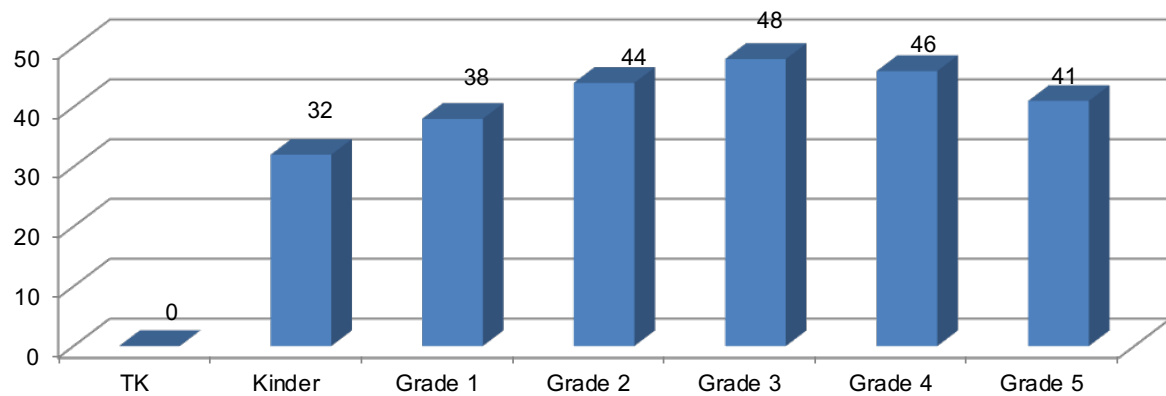
- Language Arts: Wonders ELA is used daily during the Language Arts period for grades K-5 and StudySync for grade 6. These programs are aligned with the California State Content Standards and is being used in every classroom during the literacy block. Assessments are aligned to California State Content Standards. The assessment data is monitored and analyzed. 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 for grades K-5 and CPM Educational Program's CC1 for grade 6. These programs are aligned with the Common Core State Standards. Targeted students receive small group intervention instruction from classroom teachers. 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 and History Alive for grade 6. These programs are aligned with the Common Core State Standards.
- Science: McKevett uses the Twig Science program, the District-adopted core curriculum for K-5 and Inspire Science for grade 6. These programs are aligned with the California State Content Standards.

School Mission

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.

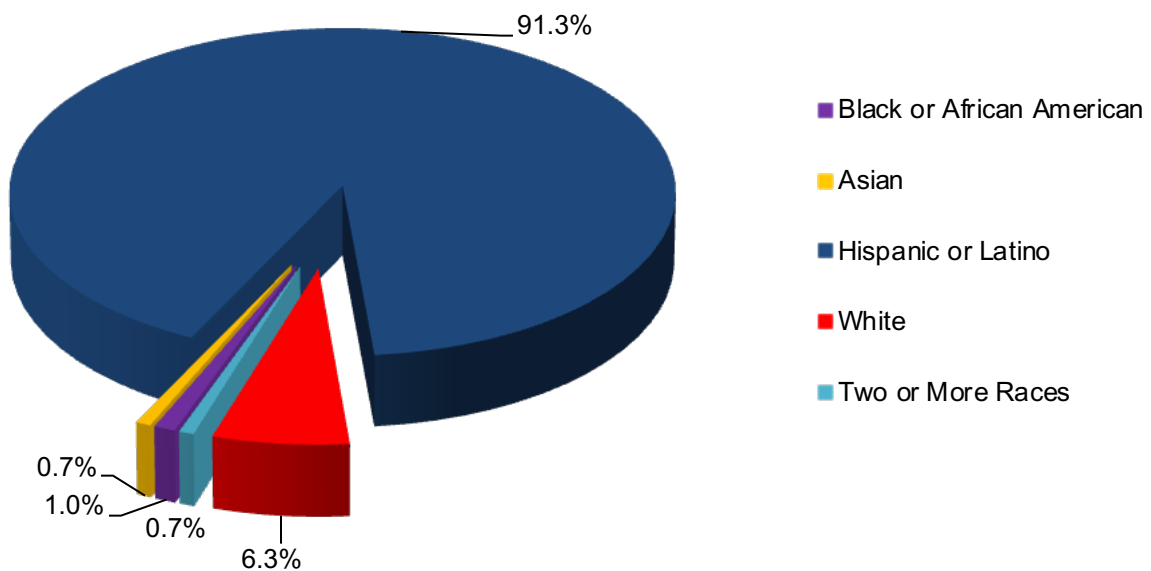
Student Enrollment by Grade

Source: Data Quest 2025-2026



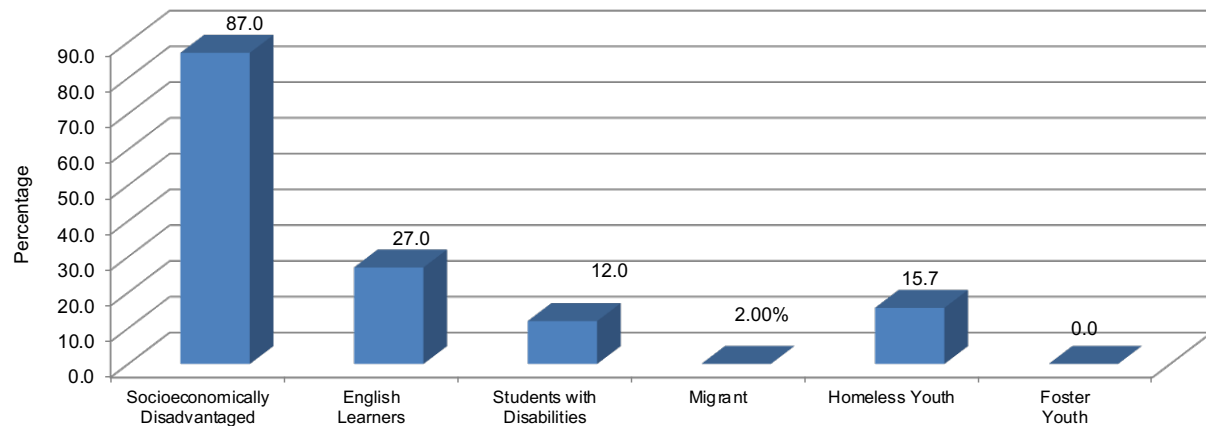
Student Enrollment by Ethnicity

Source: Data Quest 2025-2026



Student Enrollment by Subgroup

Data Source: Data Quest 2025-2026



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 2026-2027 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	May 19, 2026	

Plan Description

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

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	4/30/26
McKevett Elementary Staff Members	5/18/26
McKevett Elementary School Site Council	5/19/26

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 **2024-25 CAASPP results showed overall improvement**, certain student groups continue to experience performance gaps.

The following indicators by area show those student groups in the Red or Orange categories:

English Language Arts – 10.5 points below standard (increased 18.2 points)

No student groups in Red or Orange

Mathematics – 15.6 points below standard (increased 6.2 points)

No student groups in Red or Orange

English Learners – 50.9% making progress (increased 10.6%)

No student groups in Red or Orange

Chronic Absenteeism – 17% chronically absent (declined 1.2%)

Red – English Learners

Orange – Homeless & Students with Disabilities

Suspension Rate – 1.9% suspended at least one day (declined 1%)

No student Groups in Red or Orange

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 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 **10.5 points below standard in ELA** and **15.6 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 76.2 points below standard in ELA, 75.4 points below in Math.
- **Reclassified Students:** 16.2 points below standard in ELA, 4.1 points below in Math.
- **English-Only Students:** 1.5 points below standard in ELA, 0.6 points above in Math.
- **Chronic Absenteeism Rate:** 17.0%

Local Assessments

- **Lexia:** 44% 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	10.5 Pts Below Standard (2025)	5 Pts Below Standard (2026) (+5)
CAASPP Math	15.6 Pts Below Standard (2025)	10 Pts Below Standard (2026) (+5)
Lexia	44% of Students are working in material that is grade level or above. (Spring 26)	54% of Students are working in material that is grade level or above. (Spring 27)

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 TK-6 th Grade	\$2,025	Title I [4300]
#2	Provide additional classroom instructional support for students with the use of instructional assistants.	All Students in TK-6 th Grade	\$14,840 Salary \$5,934 Fringe	Title 1 [2100] [3000]
#3	Purchase and renew software license and applications for educational use to help remediate or advance student learning.	All Students in TK-6 th Grade	\$2590	Title 1 [5800]
#4	Provide the opportunity for students to participate in after school tutoring.	All Students in TK-6 th Grade	\$2,805 Salary \$522 Fringe	Title 1 [1103]

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

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

Goal Analysis:

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

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

Based on 2025 CAASPP results in ELA, students scored 10.5 points below standard. Even though they did not reach the goal of 5 points below standard, there was an increase of 18.2 points in the area of ELA. Based on 2025 CAASPP results in Math, students scored 15.6 points below standard. Even though they did not reach the goal of 0 points below standard, there was an increase of 6.2 points in the area of Math. Based on LEXIA program, schoolwide, 44% of students are working in grade level material or above. This year STAR was not used therefore we do not have data to compare.

Strategy 1: Purchase supplemental books, materials, supplies, and resources to enhance and improve student academic achievement for all students in ELA and Math. Scholastic News was purchased to provide students with access to current, age-appropriate informational text. Students engaged in reading and discussing current events, which supported reading comprehension, critical thinking, and classroom discussions.

Strategy 2: Provide staff members the opportunity to attend conferences and professional development that will provide them with strategies to support student learning. Due to budget constraints unable to send staff to conferences.

Strategy 3: Provide additional classroom instructional support for students with the use of instructional assistants. Three instructional assistants provided academic support to students in Kindergarten through 5th grade. Instructional assistants worked with students in small groups and in one-on-one settings to reinforce instruction, provide targeted interventions, and support student learning needs.

Strategy 4: Purchase and renew software license and applications for educational use to help remediate or advance student learning. ESGI was purchased to support TK–K teachers in collecting, monitoring, and analyzing student data. The program also allowed teachers to send home personalized student reports and flashcards to support learning at home.

Strategy 5: Provide the opportunity for students to participate in after school tutoring. Teachers provided after-school tutoring to support students in the areas of reading and mathematics. The additional instructional time helped strengthen students' academic skills and provided opportunities for extra practice and reinforcement of grade-level standards.

Annual Measurable Outcomes

Outcome Distance from Standard					
Metric	2019	2022	2023	2024	2025
Math CAASPP	47.4	74.7	45.6	21.8	15.6
ELA CAASPP	40.9	48.8	46.3	28.7	10.5

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

Time Frame	Kinder	1st	2nd	3rd	4th	5th	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%
April 26	72%	53%	41%	34%	23%	6%	43%

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

There were no significant differences in the implementation of the planned strategies or activities, and budgeted expenditures aligned with the actions outlined to meet the stated goal however due to budget constraints unable to send staff to conferences.

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

TK will be added to the grade span of students served, as McKevett included one TK class during the 2025–2026 school year.

There was a change of the number of Instructional Assistants for next school year, it was reduced from three Instructional Assistants to two Instructional Assistants. Providing staff members the opportunity to attend conferences and opportunities for professional development was removed due to budgetary restraints.

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 **10.5 points below standard in ELA** and **15.6 points below standard in Math** as measured by the CAASPP.

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Local Assessments

- **Lexia:** 44% 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	3 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.	81% of parents attended parent-teacher conferences in the Fall of 2025.	Achieve at least 90% 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 in TK-6 th Grade	\$639	Title 1 [4300-parent involvement]
#2	Provide students the opportunity to attend study trips.	All Students in TK-6 th Grade	\$1,950	Title 1 [5860]

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

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

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

For the 25-26 school year McKevett held the following parent meetings. The topic of the meetings were as follows:

- Title 1
- Reclassification Information
- LCAP Information
- CAASP Information
- Supporting Students during CAASPP
- Parent Opportunities for Involvement - Back to School Night, Annual Halloween Parade, Reindeer Dash, Band Performance, Family Art Celebration, Color Run, SCIP meetings, Study Trips, Family Art Nights 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.

Title 1 funds were not used for the following strategies for previous goal 2: Provide translation services for parents when needed for Back to School Night, Parent Nights and Parent conferences, provide child care for parent meetings to increase attendance and accessibility, provide light refreshments at in person parent meetings to encourage attendance and engagement and purchase educational supplies and materials for parents that help support student learning at home. There were no specific allocated amounts so other funds were used.

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 2026–2027 school year, McKevett will host a Family Literacy and Math Night to provide parents with strategies, activities, and take-home resources to support their child's reading and math development at home.

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.

Strengthening practices that promote school safety and student connectedness helps create a positive learning environment where students feel safe, supported, and valued. When students feel connected to their school community, they are more likely to attend regularly, engage in learning, and demonstrate positive behavior. Social-emotional supports help students build self-confidence, develop healthy relationships, and manage challenges effectively, which contributes to academic success. A safe and inclusive school environment also supports effective instruction and improved student achievement.

The California Accountability Dashboard shows that McKevett students are performing **10.5 points below standard in ELA** and **15.6 points below standard in Math** as measured by the CAASPP.

CAASPP Assessments

- **English Learners:** 76.2 points below standard in ELA, 75.4 points below in Math.
- **Reclassified Students:** 16.2 points below standard in ELA, 4.1 points below in Math.
- **English-Only Students:** 1.5 points below standard in ELA, 0.6 points above in Math.
- **Chronic Absenteeism Rate:** 17.0%

Local Assessments

- **Lexia:** 44% 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
Number of social emotional learning and character development assemblies	One social emotional assembly	Maintain hosting one assembly per semester.
Number of SCIP Meetings Held	Conducted SCIP meetings on eight full days.	Conduct ten SCIP meeting days annually.
Number of Data Team Meetings Held	Conducted one data team meeting per grade level band first semester (6 meetings for TK-6) TK-1st grade 2nd grade 3rd grade 4th grade 5th/6th grade	Conduct one data team meeting per grade level per semester (e.g. 14 meetings for TK-6)
CA Dashboard Attendance	Chronic Absenteeism - 17% chronically absent	Reduce chronically absent to less than 16% schoolwide.

	English Learners - 21.2% chronically absent	Reduce chronically absent to less than 18% amongst English Learners.
	Homeless - 22.4% chronically	Reduce chronically absent to less than 17% amongst Homeless.

1. 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 in TK-6 th Grade	\$2,590	Title 1 [5800]
# 2	Conduct SCIP meetings for students struggling with attendance, academics, or behavior.	All Students in TK-6 th Grade	\$1,500	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 in TK-6 th Grade	\$1,500	Title 1 [1102]
#4	Promote the importance of daily attendance through family engagement activities to improve chronic absenteeism.	All Students in TK-6 th Grade	\$639	Title 1 [4300]

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

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

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

Strategy 1: Assembly presentations focused on social-emotional learning and character development were provided to students. The Shows that Teach Duo visited McKevett and presented the "Bye Bye Bully" and "Kids for Kindness Tour" assemblies to support positive behavior, kindness, and student connectedness.

Strategy 2: SCIP meetings were conducted to support students experiencing challenges with attendance, academics, or behavior. Meetings were held across eight full days throughout the school year to identify student needs and develop targeted supports.

Strategy 3: The Instructional Leadership Team met monthly throughout the school year to analyze schoolwide data and identify trends. Grade-level teams also met at the end of each semester to review student data and develop goals to support student achievement.

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

A new focus was added on family engagement to address chronic absenteeism amongst English Learners and Homeless students: Strategy #4 Promote the importance of daily attendance through family engagement activities to improve chronic absenteeism.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$35,049.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

Overall total of funds included for this school: **\$35,049.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2025-26 Carryover	\$0.00
Title I 2026-2027 Allocation	\$35,049.00

Subtotal of additional federal funds included for this school: **\$35,049.00**

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: **\$35,049.00**

Title I Allocations – 2026-2027

		Resource	Title I	Remarks
		Allocation: 26-27	\$35,049.00	
		Carry Over		
OBJ.	Function	DESCRIPTION		
1102	1000	Substitutes	\$3,000.00	(SCIP, Data Teams)
1103	1000	Tchr. Extra Duty	\$2,805.00	Tutoring (1 salary) 2hrs wkly for 6 months
1203	1000	Counselor Extra Duty		
2100	1000	Instructional Asst.	\$14,840.00	Instructional Aides (salary) 2 IAs
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	\$5,934.00	5,412 (2 IA), 522 (1 Teacher)
4200	1000	Other Books-students		
4200	3110	Other Books - counselor		
4200	2700	Other Books - Admin		
4300	1000	Supplies - Students	\$2,025.00	Scholastic News, misc
4300	2420	Supplies - Library		
4300	2495	Supplies - Parent Inv.	\$639.00	Parent Involvement
4300	2700	Supplies - Office		
4300	3140	Supplies-Health		
4325	1000	Technology		
4395	1000	Site Reserve 5%		
4399	1000	Unallocated funds	1,266	
4400	1000	Uncap. Equip. +\$500		
4400	2700	Uncap. Equip. +\$500		
4425	1000	Tech Equipment		
5200	1000	Travel / Conf. - Teachers		
5200	2700	Travel/Conf. - Admin.		
5200	3110	Travel/Conf. - Counselor		
5200	1000	Travel/Conf Parents		
5610	1000	Equip. repair		
5620	1000	Serv. Agrmt		
5620	2700	Serv. Agrmt.		
5800	1000	Prof. Serv. Inst	\$2,590.00	Software, Assemblies
5850	1000	Study Trips		
5860	1000	Transportation	\$1,950.00	Study Trips
Total Spent			\$35,049.00	
Available Balance				

SSC Chair Signature: Kelly DaughnerDate: 5/19/26Principal Signature: [Signature]Date: 5/19/26

References

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	43	42	42	23.81%	26.19%	33.33%	16.67%
Male	20	20	20	15.00%	30.00%	25.00%	30.00%
Female	23	22	22	31.82%	22.73%	40.91%	4.55%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	39	38	38	21.05%	28.95%	31.58%	18.42%
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	35	34	34	23.53%	26.47%	29.41%	20.59%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	4	4	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 3						
All Students Tested	43	42	42	21.43%	38.10%	28.57%	11.90%
Male	20	20	20	25.00%	35.00%	20.00%	20.00%
Female	23	22	22	18.18%	40.91%	36.36%	4.55%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	39	38	38	23.68%	34.21%	28.95%	13.16%
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	35	34	34	14.71%	44.12%	29.41%	11.76%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	6	5	5	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	5	4	4	*	*	*	*

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	44	44	44	18.18%	29.55%	22.73%	29.55%
Male	25	25	25	12.00%	36.00%	20.00%	32.00%
Female	19	19	19	26.32%	21.05%	26.32%	26.32%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	40	40	40	17.50%	30.00%	22.50%	30.00%
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	38	38	38	13.16%	26.32%	26.32%	34.21%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	5	5	5	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 4						
All Students Tested	44	44	44	25.00%	34.09%	20.45%	20.45%
Male	25	25	25	28.00%	40.00%	16.00%	16.00%
Female	19	19	19	21.05%	26.32%	26.32%	26.32%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	40	40	40	25.00%	32.50%	22.50%	20.00%
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	38	38	38	21.05%	31.58%	23.68%	23.68%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth	5	5	5	*	*	*	*

2024-2025 CAASPP – Grade 5 English Language Arts/Literacy & Mathematics

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	40	38	38	13.16%	26.32%	21.05%	39.47%
Male	18	17	17	23.53%	5.88%	29.41%	41.18%
Female	22	21	21	4.76%	42.86%	14.29%	38.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	37	35	35	14.29%	28.57%	20.00%	37.14%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	38	36	36	11.11%	27.78%	19.44%	41.67%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	5	5	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 5						
All Students Tested	40	38	38	7.89%	23.68%	36.84%	31.58%
Male	18	17	17	11.76%	29.41%	35.29%	23.53%
Female	22	21	21	4.76%	19.05%	38.10%	38.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	37	35	35	8.57%	22.86%	40.00%	28.57%
Hawaiian or Pacific Islander							
White (not Hispanic)	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	38	36	36	5.56%	25.00%	36.11%	33.33%
English Learners	6	6	6	*	*	*	*
Students with Disabilities	4	4	4	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	6	5	5	*	*	*	*

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

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	51	51	51	5.88%	27.45%	43.14%	23.53%
Male	19	19	19	10.53%	26.32%	21.05%	42.11%
Female	32	32	32	3.13%	28.13%	56.25%	12.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	50	50	50	6.00%	26.00%	44.00%	24.00%
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	44	44	44	2.27%	27.27%	43.18%	27.27%
English Learners	16	16	16	0.00%	12.50%	43.75%	43.75%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	10	10	10	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Percentage Standards Exceeded	Percentage Standards Met	Percentage Standards Nearly Met	Percentage Standards Not Met
	Grade 6						
All Students Tested	51	51	51	11.76%	15.69%	35.29%	37.25%
Male	19	19	19	15.79%	15.79%	31.58%	36.84%
Female	32	32	32	9.38%	15.63%	37.50%	37.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino							
Hispanic or Latino	50	50	50	10.00%	16.00%	36.00%	38.00%
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	44	44	44	9.09%	9.09%	40.91%	40.91%
English Learners	16	16	16	0.00%	12.50%	31.25%	56.25%
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless Youth	10	10	10	*	*	*	*

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
2026-2027

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 PTA 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, PTA 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 PTA.*
 - *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, PTA 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*
 - *PTA 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 PTA*
- *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, PTA 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, PTA 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 2026-2027 school year that parents are encouraged to attend. If a parent would like to become more involved at the school, they can contact the principal, their child's teacher or any school office member for more information.

McKevett Elementary School 2026 - 2027 Calendar of School Events

July Parent Welcome Letter	January Parent Group Meeting
August Back to School Night	February Reclassification Celebration School Site Council
September Parent Group Meeting School Site Council	March Spring Spirit Week Parent Teacher Conferences Book Fair
October Red Ribbon Week Parent Teacher Conferences Book Fair	April School Site Council
November School Site Council Parent Group Meeting Turkey Trot	May Parent Group Meeting School Site Council Spring Band Performance Art Fair
December Winter Spirit Week Winter Band Performance	June End of Year Events/Awards Ceremony Color Run 6th Grade Party

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 2026-2027 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

Lori Sanchez, Interim Principal • CDS: 56768286055545

SCHOOL ACCOUNTABILITY REPORT CARD

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

Principal's Message

Welcome to the 2025-2026 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 Lori Sanchez and I am the Interim Principal at McKevett and this is my 19th year with the Santa Paula Unified School District. 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 for 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 classroom 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 one preschool, six elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school all nestled against the city's foothills. During the 2024-25 school year, the District served 4,575 students in grades TK-12. The demographic composition of the

student body included 17.6% students identified with a disability, 29.4% qualifying for English learner support, 1.7% migrant, 0.1% foster youth, 9.0% homeless youth, and 85.8% socioeconomically disadvantaged.

District Vision & Mission**Vision:**

Committed to serving every student every day.

Mission:

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

McKevett Elementary School

During the 2024-25 school year, McKevett Elementary served 300 students in grades TK-6. Student enrollment included 27.0% qualifying for English learner support, 12.0% students identified with a disability, 15.7% homeless youth, 2.0% migrant, and 87.0% socioeconomically disadvantaged.

Santa Paula Unified School District

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

www.santapaulaunified.org

Board of Trustees

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EL Services & Community Engagement

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District Expenditures

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

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	51.3%
Male	48.7%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0.7%
Black or African-American	1.0%
Filipino	0%
Hispanic or Latino	91.3%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0.7%
White	6.3%
English Learners	27.0%
Foster Youth	0%
Homeless	15.7%
Migrant Services	2.0%
Socioeconomically Disadvantaged	87.0%
Students with Disabilities	12.0%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	0
Kindergarten	32
Grade 1	38
Grade 2	44
Grade 3	48
Grade 4	46
Grade 5	41
Grade 6	51
Ungraded	
Total Enrollment	300

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 and Book Fair)

Committees

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
LCAP Committee
Parent District Advisory Committee (PDAC)
School Site Council (SSC)

School Activities

Art and Music Festival
Back to School Night
Book Fair
Family Art Night
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 interim 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 (CAASPP)

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

CAASPP Test Results in ELA and Mathematics for All Students**2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	35.0	42.0	34.0	35.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	40.0	44.0	20.0	22.0	35.0	37.0

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

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

CAASPP Test Results in ELA by Student Group**2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	176	175	98.31	1.69	42.29
Female	96	94	97.92	2.08	43.62
Male	82	81	98.78	1.22	40.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	166	163	98.19	1.81	42.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100	0	15.15
Foster Youth	0	0	0	0	0
Homeless	26	24	92.31	7.69	50.00
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	153	150	98.04	1.96	38.67
Students with Disabilities	20	19	95.0	5.0	10.53

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

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	178	175	98.31	1.69	44.00
Female	96	94	97.92	2.08	37.23
Male	82	81	98.78	1.22	51.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	166	163	98.19	1.81	42.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100	0	18.18
Foster Youth	0	0	0	0	0
Homeless	26	24	92.31	7.69	41.67
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	153	150	98.04	1.96	38.00
Students with Disabilities	20	19	95.00	5.00	26.32

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

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

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 3-8 and 11)	8.51	23.68	15.95	17.78	30.73	32.33

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

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

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

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/pt/.

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

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:

2024-25 Campus Improvements:

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

2025-26 Planned Campus Improvements:

- HVAC improvements

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

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

Campus Description	
Year Built	1910
Acreage	--
Square Footage	--
	Quantity
Permanent Classrooms	10
Portable Classrooms	6
Restrooms (Sets)	2
Cafeteria	1
Library	1
Outdoor Covered Lunch Area	1
Playground	1
Staff Lounge/Teacher Workroom	1

Deferred Maintenance

McKevett Elementary School had deferred maintenance projects completed in 2024-25 in the amount of \$23,613. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. Deferred maintenance funds were utilized for flooring replacement in rooms K2, K3, and staff restrooms.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 28, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.				
School Site Safety Plan				
The Comprehensive School Site Safety Plan was developed for McKeveitt 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 2025.				
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				
McKeveitt 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 Amira, Lexia and good behavior. McKeveitt Elementary School also awards students using "Caught Being Good Tickets" for displaying safety, respect and responsibility.				
Discipline & Climate for Learning				
Students at McKeveitt 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 McKeveitt 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.				
Suspensions & Expulsions				
	22-23	23-24	24-25	
	School			
% Students Suspended	1.22	2.91	1.88	
% Students Expelled	0.00	0.00	0.00	
	District			
% Students Suspended	4.99	4.58	4.99	
% Students Expelled	0.12	0.06	0.08	
	State			
% Students Suspended	3.60	3.28	2.94	
% Students Expelled	0.08	0.07	0.06	

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.9	0.0
Female	0.0	0.0
Male	4.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.7	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	1.1	0.0
Foster Youth	0.0	0.0
Homeless	2.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	2.1	0.0
Students with Disabilities	0.0	0.0

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

Class Size Distribution

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

Average Class Size and Class Size Distribution				
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	19.0	3		
1	16.0	3		
2	16.0	3		
3	22.0		2	
4	25.0		2	
5	21.0	1	1	
K	2023-24			
	19.0	3		
	1	24.0		2
	2	22.0		2
	3	23.0		2
	4	22.0		2
K	2024-25			
	16.0	2		
	1	19.0		
	2	22.0		2
	3	24.0		2
	4	23.0		2
Other	5	21.0	1	1
	6	26.0		2

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

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

Chronic Absenteeism

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

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	312	53	17.0
Female	168	163	23	14.1
Male	151	149	30	20.1
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	291	284	47	16.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	21	5	23.8
English Learners	90	85	18	21.2
Foster Youth	--	--	--	--
Homeless	51	49	11	22.4
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	280	273	51	18.7
Students with Disabilities	46	45	12	26.7

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

Curriculum & Instruction

Staff Development

All professional development opportunities at Santa Paula Unified School District are 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 2024-25 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
- Advancement Via Individual Determination (AVID)
- CGI (Grades 3-5)
- Data Analysis
- ELPAC
- Emergency Preparedness/Safety
- Social Emotional Learning (SEL)
- Technology Training

During the 2023-24, 2024-25, and 2025-26 school years, Santa Paula Unified School District provided the following staff development training:

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

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

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

Instructional Materials

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

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

foreign language or health classes, and (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

Specialized Instruction

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

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 sixth 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.

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

At Risk Interventions

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-3 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.

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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	18.6	0.0	0.0	0.0	0.0	18.6
School %	100	0.0	0.0	0.0	0.0	100
District #	240.7	4.2	4.7	5.9	12.2	267.9
District %	89.85	1.59	1.77	2.21	4.57	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	17.5	0.0	1.0	0.0	0.0	18.5
School %	94.59	0.0	5.41	0.0	0.0	100.0
District #	235.8	3.5	11.3	2.3	8.7	261.8
District %	90.06	1.36	4.33	0.91	3.34	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	14.8	0.0	1.0	0.0	0.0	15.8
School %	93.7	0.0	6.3	0.0	0.0	100.0
District #	213.6	2.8	12.8	2.2	7.2	238.7
District %	89.46	1.19	5.38	0.93	3.03	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i>						

**Teachers Without Credentials and Misassignments
(Considered "Ineffective" under ESSA)****Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.0	1.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.0	0.0

**Credentialed Teachers Assigned Out-of-Field
(Considered "out-of-field" under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator

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

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

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 & Other Support Staff
(Nonteaching Professional Staff)****2024-25**

	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Library Clerk	1	0.6
Nurse	1	As Needed
Psychologist	1	0.4
Speech Therapist	1	0.4
Health Clerk	1	0.8
Occupational Therapist	1	0.2
District Mental Health Counselor	1	As Needed
PE Teacher	1	1.0
Outreach Consultant	1	0.4

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

Expenditures Per Pupil and School Site Teacher Salaries

2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$13,862	N/A	N/A	N/A	N/A
Restricted	\$2,530	N/A	N/A	N/A	N/A
Unrestricted	\$11,332	\$8,987	126.1%	\$11,146	101.7%
Avg Teacher Salary	\$105,851	\$97,134	109.0%	\$92,686	114.2%

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

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

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

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

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

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,983	\$57,978
Mid-Range Teacher Salary	\$94,745	\$89,612
Highest Teacher Salary	\$119,305	\$117,194
Superintendent Salary	\$265,582	\$234,076
Average Principal Salaries:		
Elementary School	\$139,491	\$143,632
Middle School	\$142,631	\$149,447
High School	\$157,963	\$162,334
Percentage of Budget:		
Teacher Salaries	27.92%	27.81%
Administrative Salaries	5.24%	5.47%

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

SARC Data

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.

School Site Council Bylaws

McKevett School Site Council (MSSC)

Bylaws 2026 - 2027

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.