



McKEVETT ELEMENTARY SCHOOL

955 East Pleasant • Santa Paula, CA 93060 • (805) 933-8910 • Grades K-5
Lydia Olivo, Principal

SCHOOL ACCOUNTABILITY REPORT CARD

A REPORT OF 2016-17 ACTIVITY PUBLISHED IN 2017-18

District Vision & Mission

Vision:

Educating students for college and careers through expanded academic learning opportunities and enhanced experiences.

Mission:

The Santa Paula Unified School District in collaboration with educators, parents and businesses will prepare students academically and socially for college, career, global citizenship and life-long learning by providing rich, diverse and differentiated experiences and learning opportunities, a highly skilled educational team and safe attractive schools.

Principal's Message

The 2016-17 school year offered McKevett students many opportunities to think critically, be creative, work collaboratively, and effectively communicate their thoughts. Students are held to high standards and expected to achieve at their highest potential. Our belief is that all children can learn given appropriate instruction, time and support. McKevett staff teaches using the Common Core State Standards and the English Language Development Standards to ensure that the students are successful in their academic careers. Aside from academic success, we strongly believe in educating the whole child which includes their social and emotional growth.

District & School Profile

Santa Paula Unified School District

Santa Paula Unified School District is located in the city of Santa Paula, a small historical community serving approximately 30,000 residents within a 4.6 square-mile radius surrounded by rolling hills, avocado, and citrus groves. Santa Paula City is approximately 65 miles northwest of Los Angeles and 14 miles east of Ventura. Santa Paula Unified School District operates six elementary schools, one middle school, one comprehensive high school and one continuation high school all nestled

against the city's foothills. During the 2016-17 school year, the District served 5,454 students in grades K-12. The demographic composition of the student body included 13.9% receiving Special Education services, 38.4% qualifying for English learner support, and 82.3% enrolled in the Free or Reduced Price Meal program.

McKevett Elementary School

During the 2016-17 school year, McKevett Elementary served 373 students in grades K-5. Student enrollment included 53.6% qualifying for English learner support, 10.2% receiving Special Education services, and 83.6% enrolled in the Free or Reduced Price Meal program.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American	0.3%	Kindergarten	57
American Indian or Alaskan Native	0.3%	Grade 1	63
Asian	0.0%	Grade 2	65
Filipino	0.0%	Grade 3	62
Hawaiian or Pacific Islander	0.0%	Grade 4	62
Hispanic or Latino	94.4%	Grade 5	64
White (not Hispanic)	4.0%	Grade 6	0
Two or More Races	1.1%	Grade 7	0
Socioeconomically Disadvantaged	83.6%	Grade 8	0
English Learners	53.6%		
Students with Disabilities	10.2%		
Migrant Education	0.0%		
Foster Youth	0.0%		
Total Enrollment			373

Santa Paula Unified School District
201 S. Steckel Drive
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(805) 933-8800

www.santapaulaunified.org

Board of Trustees

Mrs. Michelle Kolbeck, President
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Christine Schieferle
Assistant Superintendent of Educational Services

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The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Paula Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Information for the instructional materials section and for the facilities section were acquired in December 2017.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils,

and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

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

Opportunities to Volunteer

- Fundraisers
- Classroom Volunteers
- Field Trip Chaperones
- Recycling
- Spirit Shirt Sales

Committees

- English Learner Advisory Council (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Council (DELAC)
- PTO - Friends of McKeveitt
- School Site Council

School Activities

- Back to School Night
- Field Day
- Flag Ceremonies
- Literacy Nights
- Math Nights
- Movie Nights
- Parent Education Nights
- Principal Coffee & Chats
- Recognition Assemblies
- Student Performances

School News

Parents are informed of school events through the school website, EdConnect phone messages, monthly calendars, information displayed in the Principal's Spotlight Display Case, flyers, principal and teacher newsletters and through verbal communication. There is also an opportunity to hear about important school news by attending monthly coffee chats with the principal. Please visit our school website to find the most current information. You can also contact the office between the hours of 7:30 and 4:00 at (805) 933-8910 with any questions you may have.

Student Achievement

District Benchmark Assessments

Santa Paula Unified School District is in the process of creating districtwide common formative assessments ("benchmarks") that are aligned to the Common Core State Standards. These assessments will be used to evaluate instructional programs and measure student proficiency of all students in math and language arts. Test results will be 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, and 4) plan in-class lessons and identify students who need targeted academic assistance or intervention.

California Assessment of Student Performance and Progress (CAASPP)

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

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	190	190	100.0%	33.7%	190	190	100.0%	25.3%
Male	113	113	100.0%	31.0%	113	11	100.0%	29.2%
Female	77	77	100.0%	37.7%	77	77	100.0%	19.5%
Hispanic or Latino	179	179	100.0%	31.3%	179	179	100.0%	22.9%
Socioeconomically Disadvantaged	154	154	100.0%	26.0%	154	154	100.0%	18.8%
English Learners	123	123	100.0%	26.0%	123	123	100.0%	18.7%

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding the State Standards

	MES		SPUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
	English-Language Arts/Literacy	35	34	32	33	48
Mathematics	28	25	19	23	36	37

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	MES		SPUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
	Science (Grades 5, 8, & 10)	52	44	48	42	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Physical Fitness

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

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards**

	2016-17		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	10.9%	18.8%	15.6%

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

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, McKeveitt Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program

2017-18

	MES	SPUSD
PI Status	In PI	Not in PI
First Year of PI Implementation	2011-12	2010-11
Year in PI	Year 3	N/A
# Schools Currently In PI		7
% Schools Currently In PI		78%

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

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.

2017-18 Planned Campus Improvements:

- New carpet in classrooms where needed
- Resurface blacktop
- Repaint and recarpet the office

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

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

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

- Classroom cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1911
	Quantity
# of Permanent Classrooms	10
# of Portable Classrooms	6
# of Restrooms (student use)	2 sets
Cafeteria	1
Library	1
Outdoor Covered Lunch Area	1
Playground	2
Staff Lounge/Teacher Work Room	1

School Inspections

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for McKevett Elementary School took place on July 18, 2017. 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 2016-17 school year, 100% of restrooms were fully operational and available to students at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McKevett Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated and shared with school staff in fall 2017.

Supervision & Safety

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, staff are strategically assigned to designated areas to monitor student activity. During recess teachers monitor playground activity. Cafeteria staff monitor lunch time activity while students are in the cafeteria, and noon duty supervisors monitor activity on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

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

Classroom Environment

Gifted and Talented Education (GATE) Program

McKevett Elementary School offers differentiated instruction to students who qualify for the Gifted and Talented Education (GATE) program in grade 3-5.

Student Recognition Programs

McKevett Elementary School recognizes students with certificates, ribbons, prizes, and various other awards throughout the year at assemblies and special presentations. Trimester assemblies are held for student academic and behavior recognition. At the end of the year the students with Perfect Attendance with no more than three tardies are rewarded with a wonderful school celebration. Students may earn individual recognition and prizes for Accelerated Reader and good behavior. McKevett Elementary School also awards students using "Caught Being Good Tickets" for displaying safety, respect and responsibility. Students can also earn a Triple Crown when they score proficient in addition, subtraction and multiplication facts.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: July 18, 2017				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms / Fountains	✓			
Safety	✓			
Structural	✓		Building B - Roof needs repair	
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Suspensions and Expulsions

	MES			SPUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	2.70%	2.10%	1.00%	4.00%	3.70%	5.10%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.09%	0.07%	0.14%	0.09%	0.09%	0.09%

Discipline & Climate for Learning

Students at McKeveit 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 McKeveit Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

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.

Class Size Distribution Self-Contained Classrooms

Grade	2014-15			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		3	
1	23.0		3	
2	24.0		3	
3	24.0		3	
4	29.0		2	
5	24.0	1	2	
2015-16				
K	22.0		3	
1	21.0	1	2	
2	20.0	2	1	
3	22.0		3	
4	29.0		2	
5	27.0		2	
2016-17				
K	19.0		3	
1	21.0	2	1	
2	22.0		3	
3	20.0	2	1	
4	29.0		2	
5	23.0	1	2	

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

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities 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 2016-17 school year, McKeveit Elementary sponsored staff development during weekly release days and at staff meetings. Topics are centered around the District's focus for staff development each year identified by the Educational Services Department. Training topics included:

- Academic Conversations
- Common Core State Standards - ELA/Math
- Emergency Preparedness
- English Learner Development (ELD)
- Safety

During the 2016-17 school year, the Santa Paula Unified School District offered supplemental training and workshops focused on the following:

- Math Expressions
- New Teacher Training
- ELA Pilot Meetings
- CLRP
- CUE Conference
- English Language Arts
- Next Generation Science Standards
- CABE Conference

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.

Staff Development Days Three-Year Trend

2014-15	2015-16	2016-17
0	0	0

Instructional Materials

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

On October 11, 2017, 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 2017 - 18:06 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 2017-18 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.

Professional Staff

Support Services Staff

McKeveitt 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 McKeveitt 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	McGraw-Hill - <i>Wonders</i>	0%	K-5
Math				
2015	Yes	Houghton Mifflin Harcourt - <i>Math Expressions</i>	0%	K-5
Science				
2008	Yes	Delta Foss Science Kits - <i>CA Science</i>	0%	K-5
Social Science				
2007	Yes	Pearson Scott Foresman - <i>History/Social Science</i>	0%	K-5

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. Every student receives a rigorous, well-balanced standards-aligned curriculum. McKeveitt 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 based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Each student is assigned a case manager to oversee the implementation of the IEP. Special Education services include regular education accommodations, speech and language services, audiology services, and psychological counseling. General education and Special Education staff provide support to students through a collaborative model to provide core instruction. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP team. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

English Language Learners

McKeveitt Elementary School provides English Language Learner (ELL) students with English Language Development (ELD) instruction at their language proficiency level. All teachers and the principal have CLAD (Crosscultural, Language and Academic Development) or BCLAD (Bilingual, Crosscultural, Language and Academic Development) certification.

At Risk Interventions

McKeveitt Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math by offering before, during and after school intervention classes, instructional assistants who work with the students in a 1:1 or small group setting, tutoring provided by the Boys & Girls Clubs, and the ASPIRE (After School Program for Instruction, Reading & Enrichment) program.

Counselors and Support Personnel (Nonteaching Professional Staff)

2016-17

	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	0.5
Library Clerk	1	0.4
Nurse	As needed	
Occupational Therapist	As needed	
Psychologist	1	0.2
Speech Therapist	1	0.4
PE Teacher	1	0.5

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

Teacher Assignment

McKeveitt Elementary school recruits and employs the most qualified credentialed teachers. For the 2016-17 school year, the school employed 18 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	MES			SPUSD		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	21	18	18	288	258	263
Teachers with Full Credential	18	18	18	238	253	256
Teachers without Full Credential	3	0	0	50	5	7
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	0	0	0	0	1	0
Teacher Vacancies	0	0	0	0	0	0

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

In addition to general fund state funding, Santa Paula Elementary School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received federal, state, and local aid for the following categorical, Special Education, and support programs:

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about McKeveitt Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

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

Santa Paula Public Library

Phone: (805) 525-3615

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

Wed. 10-6

Sat. 10-2;

Fri. & Sun: Closed

Number of Computers Available: 7

Printers Available: Yes

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2015-16 school year, Santa Paula Elementary School District spent an average of \$11,105 of total general funds to educate each student (based on 2015-16 audited financial statements). The table in this report: 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2015-16		
	SPUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,735	46,511
Mid-Range Teacher Salary	70,685	73,293
Highest Teacher Salary	89,338	92,082
Average Principal Salaries:		
Elementary School	117,524	113,263
Middle School	120,740	120,172
High School	129,908	131,203
Superintendent Salary	177,840	213,732
Percentage of Budget For:		
Teacher Salaries	34	36
Administrative Salaries	6	5

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

Expenditures Per Pupil and School Site Teachers Salaries

2015-16

Expenditures Per Pupil	Dollars Spent Per Student				
	MES	SPUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,008	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,096	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,912	7,045	98.1%	6,574	107.2%
Average Teacher Salary	75,495	71,208	N/A	74,476	N/A

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

