



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Keith McCarthy Academy	33-75176-0116343	May 11, 2026	June 12, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Keith McCarthy Academy for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

In alignment with LEUSD's LCAP, this plan includes evidenced-based interventions that were developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Keith McCarthy Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In partnership with School Site Council (SSC), the school plan was developed, monitored and evaluated.

School Site Council met on the following days and reported the following:

August 25, 2025:

The following topics were discussed: SSC Training, election results, election of officers, approval of minutes from the May 2025 minutes, reviewed SSC bylaws, reviewed SPSA goals and actions. Additionally, SSC was trained on how to use the monitoring and evaluation template to review KMA's progress toward goals by reviewing implementation and effectiveness for each action. SSC reviewed the Parent Involvement Policy and Family Engagement Compact. SSC reviewed the policies and will have final review and approval at the upcoming meeting.

SSC shared: It is important that the site counselor work closely with students to ensure graduation and college and career "preparedness."

September 29, 2025:

The following topics were discussed: SSC approved the Parent Involvement Policy and the Family Engagement Compact. SSC reported the drafted policies were approvable and no changes were necessary. SSC revisited the 2025-26 Goals and Actions and the monitoring and evaluation template that is used to monitor the implementation and effectiveness of each action in the plan.

SSC shared: SSC is excited that KMA has a strong communication plan regarding meetings and student progress; the orientation meetings are a benefit as parents/family members have a good idea of what their child(ren) need to graduate Prepared; the school counselor shared that it is important to maintain positive relationships between staff, students and families.

November 17, 2025:

The following topics were discussed: SSC approved the School Safety Plan; SSC reviewed the 2025 CA Dashboard and identified areas of growth and need.

SSC members that were also staff members shared: the opportunities available for enrollment in college courses, parents shared they were excited that their children had access to college.

February 9, 2026:

The following topics were discussed: SSC reviewed progress of each action toward the school goals. The monitoring and evaluation template was shared and each action was discussed in regard to the degree of implementation and effectiveness.

SSC shared the following: The school counselor suggested that teachers have a greater role in monitoring for students taking and passing Anatomy A/B and Math Lab as there are a number of students not passing and it is important the teacher provide intervention so that it decreases the number of students failing.

April 13, 2026: SSC reviewed progress of each action toward the school goal and evaluated each action. SSC gave guidance on the 2026-27 goals and actions with a focus on improving outcomes on the College and Career Indicator. SSC helped revise the 2026-27 Goals to represent current metrics from the 2025 Dashboard and draft actions to meet those goals. SSC inquired if there could be more hands-on science experiments for students. KMA will investigate what supplemental materials are needed to offer in-person science experiments on in-person science days. SSC expressed dissatisfaction that the school was switching platforms from Zoom to Teams for online learning sessions. SSC reported that when they and students use Teams for meetings the interactions are difficult for their children and the collaborative tools are limiting. KMA will explore if Zoom can be used to support their online-learning environment.

May 11, 2026: SSC reviewed and approved the 2026-27 SPSA. SSC expressed that a priority should be place on students Graduating with a Prepared status on the College and Career Indicator.

As a result of the ongoing collaboration with SSC, KMA will do the following:

Goal 1 Academic Excellence: Action 1 All EL teachers will receive support in delivering iELD and dELD using Language Tree with additional trainings provided to ensure fidelity to the program through the support of a consultant from RCOE where the consultant will co-plan, observe and provide feedback as teachers implement designated and integrated ELD during instruction. Goal 1 Action 2 will be developed to provide students with the supplemental materials to conduct weekly science experiments. Additionally, students will have at least 3 attempts to take and pass the weekly science lab.

Goal 2 Student / Family Engagement: As extra duty pay for CCI monitoring will now be funded with Equity Multiplier funding, KMA will continue funding Goal 2 Action 1 which includes the cost of 2 field trips to Mt. Sac. Community College as part of the completion of the Registered Pre-Apprenticeship. Additionally, Goal 2 Action 2 will continue to be funded so that parents receive training on how students can exit Prepared through the offerings at KMA.

Goal 3 Educational Environment: Actions developed to improve the Professional Learning Community at KMA are being developed in partnership with the district and actions related to educational environment will be funded with Equity Multiplier funds.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

N/A

Comprehensive Needs Assessment Components

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.

KMA needs to improve outcomes in following state indicators: English Language Arts (ELA), Math, English Learner Progress (ELPI), College & Career (CCI), and Graduation Rate. Due to significant improvements in Chronic Absenteeism and the existing district LCAP funded actions to improve attendance, chronic absenteeism is not a priority concern at this time. Additionally, KMA's 2025 Suspension rate is exemplary with a 0.8% and therefore is not a priority concern at this time. A comprehensive needs assessment was conducted for each indicator in need of improvement at the Secondary levels. To align with the district LCAP the needs were analyzed by goal area (Goal 1 - Academic Excellence; Goal 2 - Student, Family and Community Engagement; Goal 3 - Educational Environment).

The following needs were revealed at a schoolwide level by goal area from the 2025 - 2026 School Year:

Goal 1: Academic Excellence
English language Arts

Dashboard
All students are -59.5 DFS
SED are -72 DFS

SWD are –88.5 DFS

iReady

Fall to Winter 2025 Diagnostic

Decreased the % of students 3 or more grade levels below from 64% to 63%

Decreased the % of students 2 grade levels below from 11% to 10%

Increased the % of students one grade level below from 19% to 23%

Decreased the % of students early on/mid/above from 17% to 15%

Observation/Interviews

Varied use of curriculum by class

Inconsistent planning for online sessions and in-person sessions

Staff confusion related to allowable instructional curriculum

Staff reports they need more planning time

Lack of alignment between standards, curriculum and student work samples

Lack of consistent grading practices

Students would like access to advanced coursework or college classes

Math

Dashboard

All students are –129 DFS

SWD are –150.7 DFS

SED are – 139.7 DFS

HIS are -132.4 DFS

WH are -118.8 DFS

iReady

Fall to Winter 2025 Diagnostic

Decreased the % of students 3 or more grade levels below from 84% to 83%

Increased the % of students 2 or more grade levels below from 13% to 19%

Decreased the % of students one grade level below from 13% to 12%

Increased the % of students early on grade level from 2% to 4%

Observation/Interviews

Lack of clear and concise learning goals

Lack of “effective” professional development

SWD lack access and support to General Education

Varied use of resources and allowable curriculum (e.g.) Mystery Investigation, Puzzle, Jokes, Pictures

English Learner Progress Indicator (ELPI)

EL

Dashboard

62.5% (High) are making progress in English

69% of LTEL are making progress in English

25% of EL/LTEL are maintaining ELPI levels

12.5% of EL/LTEL decreased at least one ELPI level

Ellevation

1/11 EL are achieving a Level 1 on the ELPAC

3/11 EL are achieving a Level 2 on the

6/11 EL are achieving a Level 3 on the ELPAC

1 EL has been redesignated

1 EL meets ELPAC criteria and is waiting to be redesignated

Observation/Interviews

EL lack access to dELD

EL lack access to leveled iELD

Teachers lack knowledge and application of using dELD and iELD for lesson planning and delivery

LTEL

Dashboard

69% (Very High) of LTEL are making progress in English

Observation/Interviews:

LTEL lack access to intensive support (lesson planning and delivery) in dELD and iELD

LTEL lack access to evidence-based intervention in ELD

Teachers lack access and support in ensuring LTEL are making progress in English

KMA does not have a system to intake, treat and monitor the specific needs of LTEL

Science

Dashboard

All student groups are achieving at a Low (L) level on the CAST

All student groups have a Science Point score of less than 40

SWD have the lowest Science Point score of 35.9

Student Voice

Students report they need more hands-on science experiments to better understand the scientific method.

Goal 2: Engagement: Graduation Focus

As graduation rate continues to be a strength at 96.3% and CCI is a weakness at 13.6% of students exit prepared.

Goal 2: Engagement: College and Career Focus

Dashboard: CCI

13.6 (Low) of all students are exiting Prepared. This is a decrease of 8.8%

11.3% (Low) of SED are exiting Prepared

6.7% (Very Low) of SWD are exiting Prepared

12.8% (Very Low) of HIS are exiting Prepared

All students decreased 8% from 2024 to 2025

White students decreased by 30.7% from 2024 to 2025

College Course Enrollment

Site data system for monitoring students does not reflect all needed components (date enrolled, grade, SIS entry)

Increased student support is needed to increase the # of students taking and passing 2 college courses.

Registered Pre-Apprenticeship (as of March 26, 2026)

29 of 54 students have taken and passed Math Lab

25 of 30 students have taken and passed Anatomy A

11 of 13 students have taken and passed Anatomy B

9 students have attended the Mt. Sac field trip

Goal 3: Educational Environment

PLC Impact – Data Use

Score 1: The team uses data that it can act on, but it does not make the time frame for action clear. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team does its best in its insufficient time to support data for instruction. The team does not disaggregate data.

PLC Impact – Instructional Strategies

Score 1: The team sees the need to spend more time focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention may or may not convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The team only addresses whole-group instruction.

PLC Impact – Success Criteria

Score 2: The team may or may not have clearly conceived and communicated the vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the

teacher) and look-fors are tied to the process in some way. The success criteria combine at least two of the following indicators: the language of the standards, rigor, and implementation.

Classroom Observations:

2/18 are implementing all McRel Strategies (LIST) as intended

3/18 are utilizing end of lesson assessments to check for objective attainment.

UPDATE TO REFLECT 2026-27

The following high leverage actions will be implemented to address these needs:

Goal 1: Action 1 will be developed to support iELD in all sections and dELD for LTEL and EL is being implemented as intended. Action 2 will be developed to provide supplemental lab materials so that all students in grades 6-8 conduct weekly science experiments with 3 attempts to pass. An action will be developed to provide coaching to the Math teacher so that the number of students passing Math Lab A and B increases. This action will be funded by the district using Equity Multiplier funding in the LCAP.

Goal 2:

Action 1 will continue to ensure students in the Registered Pre-Apprenticeship can participate in field trips to Mt San Antonio College for students to become familiar with the school and the Pharmacy Technician Apprenticeship's post high-school requirements will be provided on a biannual basis.

Goal 3:

All goal 3 actions will be in the LCAP and funded with Equity Multiplier funds. These actions are designed to improve the educational environment for students.

These actions include:

Principal coaching

Teacher Coaching

Student devices

Increased support for monitoring students in CCI progress

Any related supplemental materials associated with these actions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Keith McCarthy Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.85%	0.60%	0.44%	4	2	1
African American	5.53%	4.52%	4.44%	26	15	10
Asian	0.43%	%	%	2		
Filipino	1.70%	2.71%	1.78%	8	9	4
Hispanic/Latino	65.96%	56.63%	55.56%	310	188	125
Pacific Islander	0.85%	0.60%	0.89%	4	2	2
White	22.13%	30.12%	32.00%	104	100	72
Multiple/No Response	2.55%	4.82%	4.89%	12	16	11
Total Enrollment				470	332	225

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 1	8		
Grade 2	12	3	
Grade 3	15	9	
Grade 4	29	13	
Grade 5	22	16	
Grade 6	18	21	15
Grade 7	28	25	25
Grade 8	37	43	35
Grade 9	32	35	31
Grade 10	65	42	38
Grade 11	118	55	48
Grade 12	86	70	33
Total Enrollment	470	332	225

Conclusions based on this data:

- 1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	26	7	15	6.7%	5.5%	6.7%
Fluent English Proficient (FEP)	99	48	32	19.9%	21.1%	14.2%

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37	18	13	34	18	13	34	18	13	91.9	100	100
Grade 4	29	26	14	28	25	14	28	25	14	96.6	96.2	100
Grade 5	32	20	15	32	20	15	32	20	15	100.0	100	100
Grade 6	43	30	31	42	30	31	42	30	31	97.7	100	100
Grade 7	59	54	39	59	53	36	59	53	36	100.0	98.1	92.3
Grade 8	62	54	44	57	53	44	57	53	44	91.9	98.1	100
Grade 11	115	126	60	104	125	58	103	125	58	90.4	99.2	96.7
All Grades	377	328	216	356	324	211	355	324	211	94.4	98.8	97.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2325.	2377.	11.76	5.56	15.38	14.71	0.00	15.38	23.53	11.11	15.38	50.00	83.33	53.85
Grade 4	2418.	2428.	2402.	7.14	12.00	7.14	17.86	16.00	7.14	21.43	24.00	21.43	53.57	48.00	64.29
Grade 5	2444.	2455.	2484.	6.25	10.00	6.67	21.88	10.00	46.67	18.75	30.00	26.67	53.13	50.00	20.00
Grade 6	2478.	2471.	2456.	7.14	3.33	6.45	19.05	16.67	19.35	28.57	40.00	19.35	45.24	40.00	54.84
Grade 7	2501.	2443.	2467.	13.56	3.77	0.00	15.25	9.43	11.11	23.73	22.64	33.33	47.46	64.15	55.56
Grade 8	2504.	2485.	2494.	7.02	0.00	0.00	22.81	22.64	20.45	29.82	28.30	31.82	40.35	49.06	47.73
Grade 11	2514.	2523.	2516.	8.74	4.80	10.34	20.39	23.20	15.52	23.30	37.60	34.48	47.57	34.40	39.66
All Grades	N/A	N/A	N/A	9.01	4.63	5.69	19.15	17.59	18.01	24.51	30.86	28.91	47.32	46.91	47.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.88	*	*	58.82	*	*	35.29	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	3.13	*	*	75.00	*	*	21.88	*	*
Grade 6	7.14	3.33	9.68	45.24	60.00	51.61	47.62	36.67	38.71
Grade 7	11.86	5.66	2.78	54.24	41.51	66.67	33.90	52.83	30.56
Grade 8	5.26	7.55	2.27	61.40	50.94	68.18	33.33	41.51	29.55
Grade 11	16.50	7.20	10.34	54.37	64.00	53.45	29.13	28.80	36.21
All Grades	10.14	6.17	7.11	57.46	56.48	60.19	32.39	37.35	32.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.88	*	*	38.24	*	*	55.88	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	3.13	*	*	50.00	*	*	46.88	*	*
Grade 6	4.88	0.00	3.23	36.59	43.33	41.94	58.54	56.67	54.84
Grade 7	15.25	3.77	2.78	40.68	35.85	44.44	44.07	60.38	52.78
Grade 8	7.02	5.66	0.00	47.37	33.96	40.91	45.61	60.38	59.09
Grade 11	8.74	3.20	8.62	37.86	56.80	56.90	53.40	40.00	34.48
All Grades	7.91	4.33	5.21	41.53	43.96	46.45	50.56	51.70	48.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.71	*	*	70.59	*	*	14.71	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	3.13	*	*	75.00	*	*	21.88	*	*
Grade 6	7.14	10.00	16.13	76.19	80.00	61.29	16.67	10.00	22.58
Grade 7	6.78	1.89	5.56	69.49	67.92	66.67	23.73	30.19	27.78
Grade 8	8.77	13.21	6.82	70.18	56.60	65.91	21.05	30.19	27.27
Grade 11	6.80	5.60	6.90	79.61	75.20	79.31	13.59	19.20	13.79
All Grades	7.61	6.79	8.53	74.65	70.37	71.56	17.75	22.84	19.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.76	*	*	55.88	*	*	32.35	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	6.25	*	*	71.88	*	*	21.88	*	*
Grade 6	11.90	0.00	12.90	66.67	70.00	45.16	21.43	30.00	41.94
Grade 7	8.47	3.77	2.78	69.49	54.72	63.89	22.03	41.51	33.33
Grade 8	5.26	5.66	2.27	66.67	58.49	77.27	28.07	35.85	20.45
Grade 11	5.83	7.20	5.17	67.96	68.00	60.34	26.21	24.80	34.48
All Grades	8.17	5.56	5.21	66.48	62.65	64.45	25.35	31.79	30.33

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37	18	13	33	18	13	33	18	13	89.2	100	100
Grade 4	29	26	14	28	25	14	28	25	14	96.6	96.2	100
Grade 5	32	20	15	32	20	15	32	20	15	100.0	100	100
Grade 6	43	30	30	41	30	30	41	30	30	95.3	100	100
Grade 7	59	54	39	59	53	36	59	53	36	100.0	98.1	92.3
Grade 8	62	54	44	56	53	43	56	53	43	90.3	98.1	97.7
Grade 11	115	126	62	104	126	60	104	126	60	90.4	100	96.8
All Grades	377	328	217	353	325	211	353	325	211	93.6	99.1	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2355.	2350.	2386.	6.06	0.00	15.38	6.06	11.11	7.69	24.24	16.67	7.69	63.64	72.22	69.23
Grade 4	2396.	2419.	2376.	0.00	4.00	0.00	14.29	16.00	7.14	21.43	32.00	14.29	64.29	48.00	78.57
Grade 5	2404.	2432.	2461.	3.13	0.00	6.67	0.00	10.00	6.67	12.50	30.00	46.67	84.38	60.00	40.00
Grade 6	2412.	2427.	2416.	0.00	0.00	0.00	7.32	0.00	10.00	17.07	33.33	10.00	75.61	66.67	80.00
Grade 7	2435.	2410.	2433.	3.39	0.00	0.00	8.47	0.00	0.00	20.34	13.21	36.11	67.80	86.79	63.89
Grade 8	2426.	2437.	2422.	0.00	3.77	0.00	7.14	3.77	4.65	14.29	24.53	13.95	78.57	67.92	81.40
Grade 11	2442.	2469.	2455.	0.96	0.79	1.67	0.96	4.76	1.67	20.19	14.29	13.33	77.88	80.16	83.33
All Grades	N/A	N/A	N/A	1.70	1.23	1.90	5.38	4.92	4.27	18.70	20.00	18.96	74.22	73.85	74.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.06	*	*	24.24	*	*	69.70	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	3.13	*	*	18.75	*	*	78.13	*	*
Grade 6	2.44	0.00	3.33	29.27	20.00	36.67	68.29	80.00	60.00
Grade 7	1.69	0.00	0.00	33.90	24.53	30.56	64.41	75.47	69.44
Grade 8	0.00	7.55	0.00	32.14	33.96	20.93	67.86	58.49	79.07
Grade 11	0.96	0.79	3.33	22.12	23.81	18.33	76.92	75.40	78.33
All Grades	1.98	2.77	2.84	28.33	26.77	27.49	69.69	70.46	69.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.09	*	*	33.33	*	*	57.58	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	3.13	*	*	28.13	*	*	68.75	*	*
Grade 6	0.00	0.00	0.00	29.27	33.33	33.33	70.73	66.67	66.67
Grade 7	5.08	0.00	0.00	37.29	35.85	38.89	57.63	64.15	61.11
Grade 8	3.57	3.77	0.00	41.07	43.40	48.84	55.36	52.83	51.16
Grade 11	0.96	0.79	3.33	50.96	58.73	46.67	48.08	40.48	50.00
All Grades	3.12	1.23	2.37	39.38	46.15	43.13	57.51	52.62	54.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.06	*	*	54.55	*	*	39.39	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	0.00	*	*	43.75	*	*	56.25	*	*
Grade 6	0.00	0.00	3.33	56.10	56.67	33.33	43.90	43.33	63.33
Grade 7	1.69	0.00	0.00	62.71	49.06	63.89	35.59	50.94	36.11
Grade 8	0.00	1.89	0.00	51.79	47.17	44.19	48.21	50.94	55.81
Grade 11	0.96	0.00	1.67	46.15	54.76	43.33	52.88	45.24	55.00
All Grades	1.13	1.54	1.90	51.56	53.54	46.92	47.31	44.92	51.18

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		5	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		5	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		4	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	6	4	4
11	*	*	*	*	*	*	*	*	*	*	5	*
12	*	*		*	*		*	*		*	*	
All Grades										39	23	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	25.64	8.70	12.50	35.90	39.13	43.75	28.21	47.83	43.75	10.26	4.35	0.00	39	23	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	48.72	30.43	18.75	38.46	47.83	62.50	7.69	17.39	18.75	5.13	4.35	0.00	39	23	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	0.00	0.00	30.77	17.39	31.25	30.77	73.91	56.25	30.77	8.70	12.50	39	23	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	25.64	4.35	0.00	69.23	82.61	93.75	5.13	13.04	6.25	39	23	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	79.49	60.87	68.75	15.38	34.78	31.25	5.13	4.35	0.00	39	23	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	10.26	0.00	6.25	53.85	82.61	75.00	35.90	17.39	18.75	39	23	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	10.26	0.00	0.00	82.05	95.65	93.75	7.69	4.35	6.25	39	23	16

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
332	79.2%	2.1%	0.3%
Total Number of Students enrolled in Keith McCarthy Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	2.1%
Foster Youth	1	0.3%
Homeless	19	5.7%
Socioeconomically Disadvantaged	263	79.2%
Students with Disabilities	58	17.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	4.5%
American Indian	2	0.6%
Asian	0	0.0%
Filipino	9	2.7%
Hispanic	188	56.6%
Two or More Races	16	4.8%
Pacific Islander	2	0.6%
White	100	30.1%

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Blue	Suspension Rate  Blue
Mathematics  Red	Chronic Absenteeism  Yellow	
English Learner Progress  No Performance Color		
College/Career  Orange		

Conclusions based on this data:

- 1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Performance English Language Arts

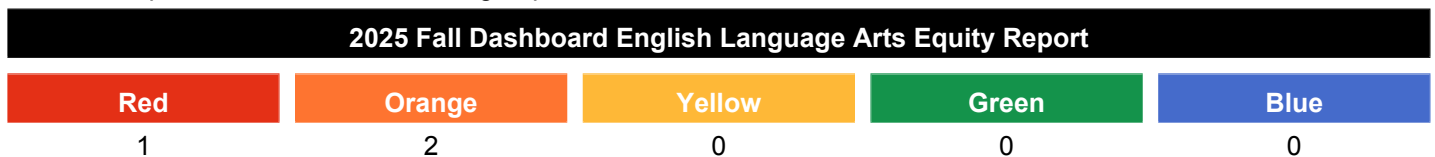
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 59.5 points below standard Maintained -1.4 points 135 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged Red 72 points below standard Maintained -2.9 points 102 Students

Students with Disabilities  No Performance Color 88.5 points below standard Increased 46.3 points 28 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 62.2 points below standard Maintained -2.2 points 80 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 55.4 points below standard Declined 9.2 points 34 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Performance Mathematics

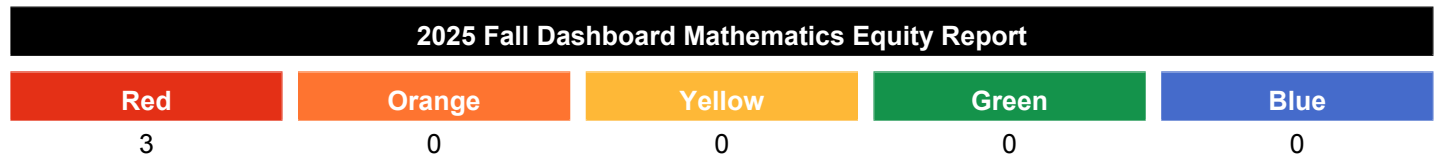
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 129 points below standard Maintained -1.2 points 135 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 139.7 points below standard Maintained -0.1 points 102 Students

Students with Disabilities  No Performance Color 150.7 points below standard Increased 28.2 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Red 132.4 points below standard Maintained -0.6 points 80 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 118.8 points below standard Declined 3.5 points 34 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Performance Science

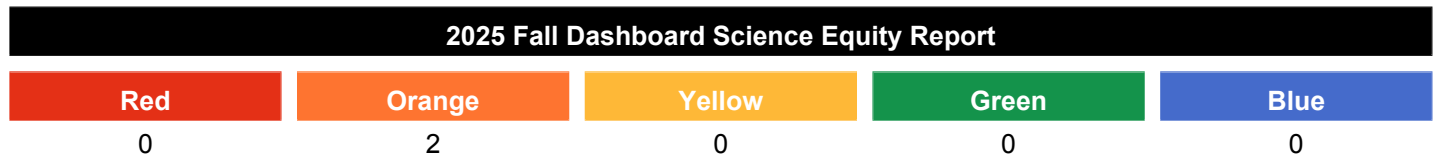
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 39.3 science points Maintained -1.8 points 78 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 36.5 science points Declined 2.1 points 57 Students

Students with Disabilities  No Performance Color 35.9 science points Increased 7.4 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 39.1 science points Maintained -0.8 points 48 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 39.7 science points Declined 3.6 points 20 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 62.5 making progress. Number Students: 16 Students	 No Performance Color 69.2 making progress. Number Students: 13 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	25%	0%	62.5%

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

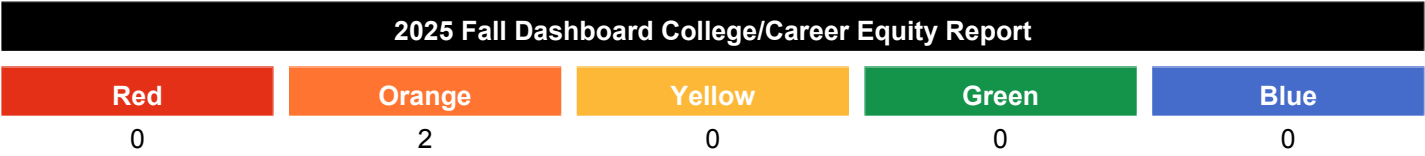
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange Prepared 13.6% Declined 8% 81 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange Prepared 11.3% Declined 4.7% 71 Students

Students with Disabilities  No Performance Color Prepared 6.7% Declined 2.4% 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange Prepared 12.8% Maintained -0.4% 47 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Prepared 13.8% Declined 30.7% 29 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Engagement Chronic Absenteeism

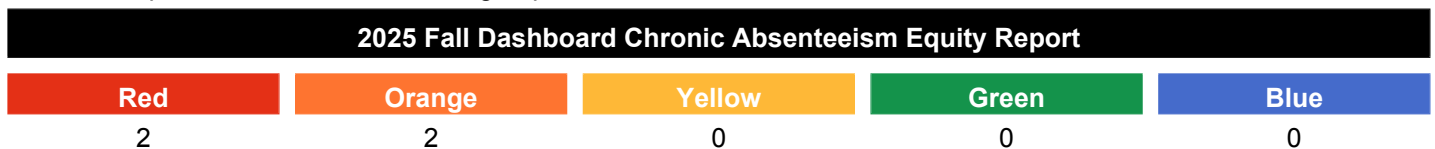
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 32.5% Chronically Absent Declined 3.5 197 Students	English Learners No Performance Color 33.3% Chronically Absent Maintained 0 12 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 41.7% Chronically Absent Declined 28.9 12 Students	Socioeconomically Disadvantaged Orange 38.4% Chronically Absent Declined 1.8 151 Students

Students with Disabilities  Red 33.3% Chronically Absent Increased 13.9 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 37.2% Chronically Absent Declined 2.4 129 Students
Two or More Races  No Performance Color 6.7% Chronically Absent Declined 24.1 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Red 34.2% Chronically Absent Increased 6.9 38 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue 96.3% graduated Increased 8.8% 82 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 Blue 97.2% graduated Increased 13.2% 72 Students

Students with Disabilities  No Performance Color 100% graduated Increased 9.1% 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 93.8% graduated Increased 8.8% 48 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 100% graduated Maintained 0% 29 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School and Student Performance Data

Conditions & Climate Suspension Rate

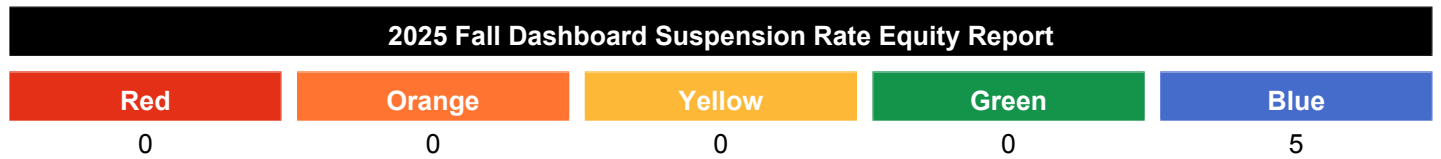
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 0.8% 577 Students	English Learners  Blue 0% suspended at least one day Declined 1.7% 30 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Declined 2.5% 25 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 0% suspended at least one day Declined 2.1% 27 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 0.7% 450 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1% 95 Students	African American  No Performance Color 0% suspended at least one day Declined 6.1% 23 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Blue 0% suspended at least one day Declined 0.5% 354 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 3.8% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 0% suspended at least one day Maintained 0% 152 Students

Conclusions based on this data:

1. SEE COMPREHENSIVE NEEDS ASSESSMENT

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Peter Hopping	X				
Felicida Barajas			X		
Claudia Ramirez		X			
Sarah Caballero		X			
Janice del Pilar		X			
Chris Killiany				X	
Alex Hennig				X	
Josh Mativa				X	
Kailani Mativa					X
Dana Zentgraf				X	
Numbers of members of each category:	1	3	1	4	1

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence: KMA will improve performance in Math, English Language Arts, English Language Progress Indicator, "ELPI," and Science.

Goal 1A: ELA: Decrease the distance from standard (DFS) in ELA from -59.5 (All students) to -50 DFS as evidenced by the 2027 CA Dashboard.

Goal 1B: Math: Decrease the DFS in Math from -129 DFS (All students) to -115 DFS as evidenced by the 2027 CA Dashboard.

Goal 1C: ELPI: Increase the percent of EL making progress in English from (High) 62.5% to 70% (Very High) as evidenced by the 2027 CA Dashboard. Increase the percent of LTEL making progress in English from (Very High) 69.2% increasing reclassification for LTELs.

Goal 1D: Increase the Science Points from all student groups at Orange to all student groups at Yellow as evidenced by the 2027 Dashboard.

Goal 1 A, B, C, and D were developed in order to improve all academic outcomes on the California dashboard. These academic outcomes include progress in ELA, Math, ELPI for EL and LTEL, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

As a result of a root cause analysis and investigation the following priority needs were identified:

Science: students lack access to hands-on science experiments.

ELA/Math: EL and LTEL need access to iELD in all content areas.

LTEL: Teachers need support in providing LTEL interventions so that they can be reclassified.

Math: Teachers need coaching in providing students the support they need to pass Math sections.

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
DFS/English Language Arts - All Students (Dashboard)	-59.5 DFS	-50 DFS
DFS/English Language Arts - Socioeconomically Disadvantaged (Dashboard)	-72 DFS	-63 DFS

DFS/English Language Arts - Hispanic (Dashboard)	-62.2 DFS	-51 DFS
DFS/English Language Arts - White (Dashboard)	-55.4 DFS	-45 DFS
DFS/Math - All Students (Dashboard)	-129 DFS	-120 DFS
DFS/Math - Socioeconomically Disadvantaged (Dashboard)	-139.7 DFS	-130 DFS
DFS/Math - Hispanic (Dashboard)	-132.4 DFS	-122 DFS
DFS/Math - White (Dashboard)	-118.8 DFS	-110 DFS
Science Points (SP) - All Students (Dashboard)	39.3 SP	30 SP
Science Points (SP) - Socioeconomically Disadvantaged (Dashboard)	36.5 SP	30 SP
Science Points (SP) - Hispanic (Dashboard)	39.1 SP	30 SP

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	EL/LTEL: All teachers will receive coaching through observation and feedback in utilizing language routines during instruction. 6 days of consultant fees.	English Learners and Long-Term English Learners	7369.24 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 3430.76 District Funded
1.2	Lab materials for supplemental science hands-on science experiments. Materials for 36 labs for grade 6, 7, 8.	All students	8000 Title I Part A: Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following describes the implementation and effectiveness for each action in Goal 1.

Action 1

Implementation: 3/4 Teachers attended all language routines workshops; 3/4 teachers are using the language routines (word banks) during instruction.

Effectiveness: 1/2 LTELs have been reclassified.

Action 2

Implementation: This action was not implemented.

Effectiveness: This action was not implemented and has no effectiveness data to report.

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

Action 1: Initially \$5000 was allocated; however, \$6200 was expended due to the consultant cost increasing as an additional day was added.

Action 2: \$1200 was allocated; however, this action was abandoned due to staff did not needing the text. The \$1200 was transferred to Action 1 to cover the cost of the consultant.

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.

The following changes were made to Goal 1:

All metrics in the Annual Measurable Outcomes were adjusted in the Baseline and Expected Outcome to reflect the 2025 Dashboard.

Science was added as a subgoal area due to SSC and students reporting a need for hands-on Science experiments during the instructional day and will not be Goal 1, Action 2.

Action 1: Will be adapted and include observation and feedback for iELD from a consultant. Equity Multiplier funds will be used to support dELD by increased training in Language Tree.

Action 2: Will be abandoned due to staff not needing the text.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

KMA will increase graduation rates and the percentage of students exiting prepared.

Goal 2A: Graduation Rate: For All students, increase or maintain the graduation rate of 96.3% (Very High).

Goal 2B: College and Career (CCI): For All students, increase the Prepared rate from 13.6% (Low) to 20% (Low) as evidenced by the 2027 Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

2b. KMA students have limited opportunities to exit prepared. As over 90% of students do not meet the SBAC Math and ELA (3) and A-g requirements, KMA needs to establish other avenues for exiting prepared. In 2025-2026 students had access to a registered pre-apprenticeship. The pre apprenticeship is for Pharmacy Technician. The registered pre apprenticeship requires the following: taking and passing Anatomy A and B, Math Lab as well as visiting Mt. San Antonio College and participating in an informational meeting that will occur on our campus. KMA students are not passing the math lab course at high rates. The math teacher(s) will be receiving support through Equity Multiplier funding.

In addition, KMA did not have a structured college course offering as an avenue for students to exit Prepared. As such, KMA is in the process of adding an Early College program through the Early/Middle College High School Grant. This will allow students access and support with 2 college courses per semester. Additionally, students lack financial means to pay for transcript transfer from college to KMA, KMA will allocate funds for students to pay for transcript transfer.

As noted in school site council meeting on April 14 parents would like greater support and knowledge on the options KMA students have to exit prepared. Therefore, KMA will offer graduation and CCI training for students and families on how to graduate with a CCI prepared status including resources for registered pre-apprenticeships and college course access/Early College program.

The steps taken to address these needs are identified in actions 2.1, 2.2 and 2.3. Action 2.1: Provide transportation to Mt. Sac Community College for the registered pre-apprenticeship for the Pharmacy Technician program. Action 2.2 Provide 2 parent trainings on Graduation and CCI Preparedness. Action 2.3: Provide students financial support for transcript transfer fees.

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
Graduation Rate/ Graduation - All Students (Dashboard)	96.3%	Maintain or Increase
College and Career Rate/ CCI - All Students (Dashboard)	13.6%	20%

College and Career Rate/ CCI - Socioeconomically Disadvantaged (Dashboard)	11.3%	20%
College and Career Rate/ CCI - Hispanic (Dashboard)	12.8%	20%
Parent Involvement/Parent Attendance at Grad/CCI Training	12 Families/150 Families	30 Families/150 Families

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Mt. SAC Pharmacy Technician Field Trip - all students enrolled in Registered Pre-Apprenticeship will have 2 opportunities a year to visit the program (700 per trip).	All Students	1400 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
2.2	Parent/Family Graduation and CCI Training (2 per year). Action to include: 2 hours of prep for counselor to create slide show and resources, 1 hour of extra duty to facilitate each session. Total of 6 hours of extra duty.	All Students	630 Title I Part A: Parent Involvement 1140: Certificated Extra Duty
2.3	Reimbursement for Student College Transcripts (\$5-\$10 dollars per transcript with an estimated 40 orders)	All Students	400 Title I Part A: Allocation 4000-4999: Books And Supplies
2.15			

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

GAction 1

Implementation: 24 students enrolled in a college course (4 of those students are taking a second college course)

Effectiveness: 3 students passed 1 college course. As of 3/27/26, 14 students are passing a college course/24 enrolled.

Action 2

Implementation: 0 students have requested financial support for the transcript transfer

Effectiveness: there is no effectiveness data to report at this time.

Action 3

Implementation: 38 students enrolled in Math Lab; 34 students enrolled in Anatomy A; 13 students enrolled in Anatomy B

Effectiveness: 19/38 are on track/have passed Math Lab; 21/34 students are on track/have passed Anatomy A: 10/13 are on track/have passed Anatomy B.

Action 5

Implementation: 6 students attended the Mt. Sac field trip during Semester 1. Semester 2 trip is scheduled for May.

Effectiveness: All students who attended the trip/will attend and have taken/passed Anatomy A, B and Math Lab will exit Prepared.

Action 6

Implementation: This action was not implemented.

Effectiveness: This action has no effectiveness data as it was not implemented.

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

Action 1: \$3047 was allocated and \$3765.77 was expended. This was due to the counselor spending more time than estimated.

Action 2: \$400 was allocated and \$0 was expended. This was due to KMA not having the Early College system in place. In 2026-27 the Early College will be launched and students may need funding support to ensure the transcripts from the college courses return to the school.

Action 3: \$3047 was allocated and \$3441.64 was expended. This was due to the counselor spending more time than estimated.

Action 4: \$1000 was allocated and \$627.76 was expended. This is due to the second planned field trip not occurring yet this school year. The school plans on this trip occurring Spring 2026.

Action 5: \$7507.17 was allocated and \$0 was expended due to time constraints for home visits and as a result this action will be abandoned.

Action 6: \$817.07 was allocated and \$930 was expended. This action was overspent due to staff working more hours than allocated.

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.

Metrics were changed to reflect the current baseline in the Annual Measurable Outcomes as a result of the 2025 Dashboard.

Goals were changed to reflect the intended outcomes on the 2027 Dashboard.

Action 1: was renamed/reordered to reflect the Mt. Sac Field Trip.

Action 2: was renamed/reordered to reflect the Parent Training on CCI/Graduation

Action 3: was renamed/reordered to reflect the transcript transfer fees

Action 4-6: were re-ordered and integrated into Actions 1-3.

Actions 1, 3 and 5 will be removed from the SPSA. Actions 1 and 3 will be supported in the district's LCAP through Equity Multiplier funds and Action 3 has been abandoned due to lack of implementation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve staff capacity in using data to plan instruction so students meet instructional goals.

Goal 3: KMA Improve the Professional Learning Community

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

KMA needs support in developing as PLT. KMA has an overall score of 1 using the PLC Collaborative Rubric.

KMA staff is struggling implementing the McRel Strategies as 2/18 are implementing the 3 priority strategies and 3/18 are utilizing end of lesson assessments to check for objective attainment. KMA teacher lack targeted instructional coaching to increase implementation.

The actions to support PLC development, implementation of McRel Strategies and lesson assessment will be supported by the district in the LCAP as they will be funded with Equity Multiplier funds.

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
PLC Impact – Data Use/PLC Collaborative Rubric	1	2
PLC Impact – Instructional Strategies/PLC Collaborative Rubric	1	2
PLC Impact – Success Criteria/PLC Collaborative Rubric	2	3
Classroom Observations/McRel Strategies	2/18	10/18
Classroom Observation/McRel Lesson Assessment	3/18	10/18

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.6			

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions in this goal were articulated in the LCAP.

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

Actions in this goal were articulated in the LCAP.

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.

Goal 3 changed to focus on developing KMA as PLC.

Goal 3 metrics changed to focus on the PLC Collaborative Rubric Scores and Classroom Observations of McRel Instructional Strategies and Lesson Assessment.

Actions in the LCAP will include the following:

PLC training and coaching for principal and staff.

Instructional coaching from a consultant for principal and staff (McRel strategies and lesson assessment).

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$17,799.24
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,230.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$17,169.24
Title I Part A: Parent Involvement	\$630.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$17,799.24

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 (\$)
District Funded	\$3,430.76
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$3,430.76

Total of federal, state, and/or local funds for this school: \$21,230.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	3,430.76
Title I Part A: Allocation	17,169.24
Title I Part A: Parent Involvement	630.00

Expenditures by Budget Reference

Budget Reference	Amount
1140: Certificated Extra Duty	630.00
4000-4999: Books And Supplies	8,400.00
5000-5999: Services And Other Operating Expenditures	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	7,369.24

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	3,430.76
4000-4999: Books And Supplies	Title I Part A: Allocation	8,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,369.24
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	630.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2

Total Expenditures
18,800.00
2,430.00

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 was 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:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Special Education Advisory Committee	
Departmental Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee: Claudia Ramirez	
Special Education Advisory Committee: Janice del Pilar, Ed. D.	
KMA Leadership Team: Maria Alvarado	
School Site Council President: Felicida Barajas	
Keith McCarthy Academy Principal: Peter Hopping, Ed. D.	
Keith McCarthy Academy Teacher: Sarah Caballero	
Keith McCarthy Academy Classified Member: Dana Zentgraf	
Keith McCarthy Academy Student Kailani Mativa	
Keith McCarthy Academy Parent: Josh Mativa	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on: May 11, 2026.

Attested:

Peter Hopping, Ed. D.

Typed name of school principal

Signature of school principal

Date

Felicida Barajas

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023