

School Year: **2020-21**



DR. MANUEL M.
Lopez Academy
OF ARTS & SCIENCES

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Manuel M. Lopez Academy of Arts and Sciences	56725386055305	September 29, 2020	November 4, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

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

Dr. Manuel M. Lopez Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Lopez Academy draws students from all across the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Lopez's enrollment has increased to around 900 students. Lopez Academy was previously known as Haydock Academy, with the new name commencing for the 2020-21 school year.

Lopez strives to meet the needs of all our students through a diverse offering of educational settings and courses. Students with specialized needs are served in a variety of settings including three mild to moderate classes, two moderate to severe classes, and five resource teachers that provide instruction in both the co-teaching and pull out SAI models. Lopez students that need designated ELD support are placed into designated ELD classes to provide for maximum targeting of instruction to support English Learners. Students receive 180 days of instruction during our normal 8 period day, with one period serving as lunch, and another as advisory. This schedule has been modified to meet the temporary requirements in place for our current distance learning environment. Academic intervention and support is offered to students before, during, and after school.

Lopez Academy is focused on providing a safe, healthy, positive, and respectful environment in which creativity, critical thinking, and responsibility is fostered with all students. Some important aspects of our educational program include student led conferences, designated ELD, access to technology (including one to one iPad devices), student incentives, after school program, and an Academy focus (Arts and Sciences). We also strive to work as a cohesive team with our parents. Parents are provided various opportunities to become involved in Lopez including parent workshops/trainings,, ELAC, School Site Council, and PTA. Other family events are included throughout the year.

Lopez will develop the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District. The School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement (CSI) program. Lopez was officially removed from the CSI program during the spring of 2020, but is still allocating the accompanying funding which can be found in this plan. The Lopez Academy School Site Council meets regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and Lopez parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students. School Site Council shall also have the proper balance of members to reflect an equal representation of the school staff and parents/community members.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student, parent, and staff feedback are received in a wide variety of ways throughout the school year. We strive to keep our parents aware about what is happening at Haydock Academy, and therefore receive ongoing feedback about our academic program and other offerings. We also utilize several student feedback surveys, including the California Healthy Kids Survey which provides valuable information about the well being of our students and their perceptions about the overall school climate including school safety, connectedness, and sense of belonging. Parents are also given the opportunity to complete the annual needs assessment survey which is developed and monitored by ELAC.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular basis at Lopez Academy. Observations continue during distance learning via zoom sessions. The purpose of these observations is for school staff to be knowledgeable about the standards, These frequent classroom observations also provide an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity for school staff to give specific and constructive feedback that helps teachers incorporate best practices and effective, research proven strategies to maximize instructional effectiveness. Classroom observations are monitored by the admin team to ensure all classrooms are visited on a regular basis. During classroom observations an emphasis is placed upon noting areas of need and exemplary areas, particularly in light of school wide goals for English Learner students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Lopez Academy we utilize the results of state and local assessments to plan, reflect, and modify instruction and instructional planning to meet the needs of our students. We closely examine the results from the California Assessment of Student Performance and Progress (CAASPP) to measure how effectively our instruction and curriculum have been with our students. CAASPP results include information regarding English-Language Arts, Math, and Science. We also examine the results of the English Language Proficiency Assessments for California (ELPAC) to measure the progress of our English Learner students have made in the area of Oral Language, Written Language, Listening, Reading, Speaking, and Writing. Lopez also utilizes the results of local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of three times per year. Local (district) writing exams and an ELD assessment for our ELL students are also given throughout the school year to assist in monitoring our students' progress towards meeting the California Common Core State Standards. Lopez administers the California Healthy Kids Survey annually for our 7th grade students, with the results helping us design and implement an effective program to address the overall school climate and to ensure that our school continues to offer a safe learning environment for all of our students. We are also fully implementing the Panorama Social-Emotional Survey Platform to assess and provide additional supports for our students this school year. The Panorama Survey will be administered at least 3 times annually for all students. Suite 360 is being piloted by the administrative and counseling team to address individual social-emotional learning with individual students and small groups. Throughout the school year English-Language Arts and Math teachers also administer SBAC Interim-Assessments which can provide additional feedback about student progress towards meeting the California Common Core State Standards. A limited number of students take the California Alternative Assessment (CAA) for Math, English-Language Arts, and Science as determined by their IEP team. Lopez also administers the Oxnard School District Gate assessment annually to identify students that meet the qualifications for GATE classification.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Lopez we use data to inform our planning and instruction. The sources of data include both state and local assessment data, as well as ongoing informal and formal assessments within the classroom. This year Lopez teachers will have additional time within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data. All PLC teams are also tasked with developing pacing guides and common assessments to be rolled out this year, and will be focused on maximizing instructional opportunity in the distance learning setting. We will also continue to analyze STAR 360 data for both Math and English-Language arts throughout the year to measure student progress and make curricular and instructional adjustments to best meet the diverse needs of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Oxnard School District ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. For this school year, teachers will have a minimum of 1-2 hours weekly to meet within their PLC/content teams to analyze data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) Director works directly with teachers to support biliteracy instruction. This year the DLI program has expanded to student cohorts in grades 6 and 7 at Lopez Academy. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers regularly collaborate through the Professional Learning Community model. Time is set aside for meetings every Wednesday. Additional funding is provided from several funding sources through this plan to add additional time for teachers to collaboratively plan, grade, analyze data, and develop/monitor common assessments throughout the school year. Time will also be provided to release teachers on various school teams including PBIS and Restorative Justice. Additional time will be necessary for the identification of essential standards, development of pacing guides, and creation/administration of common assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes. Our current instructional minutes are aligned to meet the current distance learning guidelines/requirements from the California Department of Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs. Lopez Academy teachers are developing site level pacing guides for this school year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. Lopez Academy conducted our annual Williams Visitation on August 31st.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lopez is committed to effectively serving all students, including students that are not successfully accessing state content standards. A special emphasis is placed on our English Learner students, particularly those that are long term English Learners who are still in need of additional support to access grade level standards and ultimately qualify for reclassification to leave the ELL program. Our special education population is also performing at lower levels than their peers, and Lopez is working to provide additional opportunities for these students, specifically inclusion in a co-teaching model when deemed appropriate by the IEP team. Co-teaching classes allow for special education students to access grade level content standards with their non special education peer students. We recognize that the most effective way to address the needs of under performing students is to guarantee high quality first instruction within every classroom. All core curriculum adoptions provide additional resources and activities including universal access information to support students that are not currently meeting grade level state standards. Another tool for supporting under performing students includes the 1 to 1 IPAD implementation for all of our students. The IPAD deployment allows for students to interact with the state content standards and core curriculum in an engaging manner. Through the use of Title 1 and LCFF funding. Lopez offers ample tutoring opportunities for students that are not currently accessing the state content standards. Tutoring is provided in all core academic areas to support student progress towards meeting state grade level standards. Many Lopez students also participate in the Oxnard Scholars After School Program which offers a number of academic and extracurricular opportunities for students, including additional support from the after school staff and certificate staff members. Lopez systematically utilizes the Accelerated Reader (AR) program to increase student reading levels which assists with closing the achievement gap between our students at grade level, and those below grade level standards. All students take at least one AR diagnostic test each trimester and accrue points throughout the year by successfully taking accelerated reading tests on books they have read. As discussed in the analysis section, English Learner students at Lopez are scoring significantly lower on the CAASPP test, and are therefore a focus area for the school. An instructional assistant position is funded to support designated ELD classes during the 2020-2021 school year. The instructional assistant provides in class support and assistance within integrated and designated ELD classes.

Evidence-based educational practices to raise student achievement

The Lopez staff recognizes that high-quality first instruction (Tier 1) is the most crucial element to support students that are not meeting state content standards. Furthermore, we recognize that instructional best practices require regular and productive collaboration by teachers within and across grade levels and departments. Teacher collaboration is targeted and responsive to student needs so that curriculum adjustments and re-teaching when necessary is built into all classrooms. Teachers also utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. The Lopez teachers are in the early phases of implementing school "instructional rounds" to observe and identify other areas of growth for the school site. Initially the plan was for full implementation of Instructional Rounds Professional Development this school year, but that plan has been postponed until we resume a normal in-person schedule. Additionally, all teachers at Lopez have at least 4 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. The staff will be continuing to develop Professional Learning Communities (PLCs) over the course of this year and in the future.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are invited and encouraged to participate in the Lopez community throughout the year. PTA provides parents an opportunity to participate in supporting school programs, such as PTA Reflections, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council requires the election of parent representatives and this council approves the school budget and school plan. School Site Council meets with the principal directly and provides feedback on issues relevant to school governance and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy. Funding has been allocated within the school plan to provide materials for parents participating in school site council, PTA, and ELAC.

Parent trainings and workshops are offered throughout the year, including Mother-Daughter workshops, and parent education nights conducted at the school site. Lopez is also offering additional parent information/Q&A sessions throughout the school year to support parents and students better understand how to succeed during the distance learning model.

Parents are also encouraged to attend school events such as Back to School Night, student-led conferences, arts performances including the winter and spring showcases, and the Haydock Vision Expo and College Fair that highlights project-based learning and Lopez's commitment to helping students become college ready. Our AVID program in particular supports college and career exploration. It is important to note that a majority of these events will take place virtually this school year as we are still in a distance/hybrid learning model.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent input is crucial to the development of school site and district level decisions about curriculum, budget allocations, and other important educational functions. Parents can directly participate and provide input through school site council, PTA, or ELAC. Parents are also encouraged to reach out to the school at any time they have a concern or feedback for the school. Lopez has a representative on the district DELAC team as well as the district parent advisory committee. Lopez parents also have opportunities to provide school specific and district specific feedback throughout the development of the Oxnard School District Local Control Accountability Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A variety of services are detailed within the school plan for student achievement (SPSA) that support students who are not currently meeting state content standards. Extra hours for teachers to provide support to on campus clubs including our site Arts, Music, and Science strands. Additionally, funding is provided for teachers to be released to plan additional supports for our English Learner students, particularly our long term English Learners, as well as funding to support students in their transition from middle school to high school. Within the SPSA funding is also provided to allow for teacher release time to analyze data, plan assessments, and design curriculum to specifically meet the needs of students that are not presently meeting grade level standards. Within the Lopez SPSA an instructional assistant is funded to support English Learner students within their ELD and AVID Excel courses. Additional funding is provided for instructional materials/supplies to support English Learner students. Another service called out in the SPSA is funding to support teacher and administrative opportunities for professional development, including both on site and off site training. Funding has also been allocated to continue with the purchase of new books for our school library with a focus on multiple genres to engage students that are not currently reading at grade level. Specific funding is also assigned to purchase high interest Spanish books for our library to support our growing DLI program. Finally, Lopez has a large number of parents that do not speak English as a first language, therefore funding has been provided to support additional translation as necessary at school events, parent phone calls home, parent conferences, and other events as necessary so that all parents will be aware of their child's progress towards meeting grade level standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA includes the involvement from all stakeholder groups. The Lopez Academy leadership team provides input and feedback about proposed expenditures and has the opportunity to provide guidance. The SPSA and its goals were also shared with the ELAC committee. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support English Learners at Lopez. ELAC will continue to provide feedback to the School Site Council throughout the year. The SPSA, along with the site budgets (Title I, Title III, and LCFF), will be reviewed and approved by the School Site Council. School site council must approve all Title 1 and Title 3 expenditures. Both ELAC and School Site Council will provide opportunities for parent feedback and engagement throughout the school year. Stakeholder feedback is valued and utilized to enhance the school plan throughout the school year. This School Plan for Student Achievement shall be available for any parent/community member upon demand in

the front office. Parent and community members may also provide feedback and suggestions during ELAC and School Site Council meetings.

Resource Inequities

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

In examining the previous year's SPSA, there were several action items that were not fully implemented. Due to distance learning, intervention funding was not fully utilized. Additionally, teachers were limited in the amount of time available for release planning time because of a shortage of substitute teachers within the district. This shortage of substitutes also limited the amount of professional development opportunities available during the day as coverage was not always readily available. Lopez had a large number of first and second year teachers last school year. While these teachers received ample support and guidance, this has an impact on instruction. Another area of concern is the high rates of chronic absenteeism at Lopez. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest for under performing students. Lowering the chronic absenteeism rate and increasing the overall school wide ADA will continue to be a focus area in the 2020-21 SPSA. Prior to the beginning of distance learning in March, 2020, Lopez was able to continue to lower the overall suspension rate, there were a high number of suspensions, which resulted in time away from instruction which makes it more difficult for students to access grade level content standards. Lopez staff and the School Site Council shall continue to monitor resource inequities throughout the 2020-21 school year. Resources have also been dedicated to providing additional social-emotional supports that are aimed at continuing to lower the overall suspension rate for Lopez Academy students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.95%	%	0.88%	9		8
Asian	0.11%	%	0.11%	1		1
Filipino	1.16%	%	1.55%	11		14
Hispanic/Latino	94.31%	%	94.48%	895		855
Pacific Islander	0.32%	%	0.22%	3		2
White	2.74%	%	2.54%	26		23
Multiple/No Response	%	%	0.22%			0
Total Enrollment				949		905

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	330		294
Grade 7	321		304
Grade 8	298		307
Total Enrollment	949		905

Conclusions based on this data:

Lopez Academy of Arts and Sciences serves a diverse student population in grades 6-8. As a result of the district's open enrollment policy, Lopez Academy draws students from across the city of Oxnard and Oxnard School District. Our instruction focuses on California Content Standards with an emphasis on incorporating our strands, Art and Science within the educational program. Lopez's enrollment is currently just under 900 students. Our enrollment by grade level is fairly consistent, with approximately 300 students per grade level. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as English Learners, primarily long term English Learners.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			261			28.8%
Fluent English Proficient (FEP)			442			48.8%
Reclassified Fluent English Proficient (RFEP)			47			17.7%

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. Other school and local assessment results reflect those administered during the 2019-20 school year. English Learners currently make up about one-third of our entire student population, but close to 80% of students at Lopez have been classified as English Learners at one point during their academic career. A vast majority of English Learners at Lopez Academy are considered Long Term English Learners. Long term English Learners are defined as an EL student who is enrolled in grades 6-12 and has been enrolled in school in the United States for more than six years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Proficiency Assessment for California (ELPAC), and scores "standard not met" on the smarter balanced ELA test. Throughout the school year Lopez Academy monitors the progress of English Learners to determine if they meet the district qualifications for reclassification. English Learner students who are reclassified are monitored for four consecutive years after reclassification to ensure that they are receiving any needed supports to meet state content standards. On the 2018-19 CAASPP ELA test, less than 1% of English Learner students scored "met standards" or above. In the area of mathematics, 1.2% of students scored "standard met" or higher on the smarter balanced summative test. In contrast, nearly 23% of Lopez students scored "met standard" or above on the summative ELA test, and 13.2% of students overall scored "met standards" or higher on the summative math test. While the percentage of English Learner students scoring "met standards" is low, there were 39 EL students that had positive movement on the ELA summative test, and only 5 students that had negative movement. In mathematics, 17 students showed positive movement while 16 had negative movement. The academic performance of our Lopez Academy English Learner students is a high priority with specific subgoals within this plan.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	312	325	300	309	324	297	309	324	297	99	99.7	99
Grade 7	296	311	306	294	308	305	294	308	305	99.3	99	99.7
Grade 8	279	293	298	277	293	292	277	293	292	99.3	100	98
All Grades	887	929	904	880	925	894	880	925	894	99.2	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2441.	2431.	2460.	0.65	1.23	4.04	11.33	10.80	16.50	31.39	26.23	33.67	56.63	61.73	45.79
Grade 7	2473.	2464.	2482.	3.74	1.95	2.30	17.01	18.18	20.98	27.89	25.32	30.16	51.36	54.55	46.56
Grade 8	2492.	2495.	2515.	2.17	4.44	3.77	20.22	20.48	26.71	29.96	24.23	31.85	47.65	50.85	37.67
All Grades	N/A	N/A	N/A	2.16	2.49	3.36	16.02	16.32	21.36	29.77	25.30	31.88	52.05	55.89	43.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	3.40	4.38	40.78	34.88	41.08	56.96	61.73	54.55
Grade 7	8.84	6.82	5.57	39.12	34.42	40.00	52.04	58.77	54.43
Grade 8	7.58	8.87	9.25	37.18	33.11	46.23	55.23	58.02	44.52
All Grades	6.14	6.27	6.38	39.09	34.16	42.39	54.77	59.57	51.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.29	1.54	6.73	36.57	27.16	44.11	62.14	71.30	49.16
Grade 7	6.80	6.49	6.89	43.54	41.88	48.52	49.66	51.62	44.59
Grade 8	3.97	6.83	6.85	43.68	39.25	53.08	52.35	53.92	40.07
All Grades	3.98	4.86	6.82	41.14	35.89	48.55	54.89	59.24	44.63

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.59	2.78	4.71	53.07	50.31	58.59	44.34	46.91	36.70
Grade 7	5.44	3.57	2.62	47.96	41.23	58.69	46.60	55.19	38.69
Grade 8	3.97	10.58	8.90	63.18	51.54	60.62	32.85	37.88	30.48
All Grades	3.98	5.51	5.37	54.55	47.68	59.28	41.48	46.81	35.35

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.50	6.17	14.48	41.75	44.14	46.13	52.75	49.69	39.39
Grade 7	10.88	8.44	12.13	42.86	42.53	51.15	46.26	49.03	36.72
Grade 8	11.91	14.68	18.15	44.77	45.05	48.97	43.32	40.27	32.88
All Grades	9.32	9.62	14.88	43.07	43.89	48.77	47.61	46.49	36.35

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. An emphasis will be placed to utilize professional learning communities within and across departments/grades to analyze data to determine what students need to make progress towards state content standards in the area of English-Language Arts. Student achievement will be measured through a variety of data points, including smarter balanced CAASPP summative assessments, STAR 360 math and reading scores, ELPAC scores. It should also be noted that there was a significant increase in writing scores for all grade levels, with the school improving from 47% to 59% of students scoring "At or Near Standard." While data about school climate is not necessarily found in this section, we do include several goals and activities to support a continued improvement in the area of school culture, suspension rates, and attendance as these all have an effect on overall student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	312	324	300	309	316	297	309	316	297	99	97.5	99
Grade 7	296	310	306	293	304	304	293	304	304	99	98.1	99.3
Grade 8	279	293	299	277	284	293	277	284	293	99.3	96.9	98
All Grades	887	927	905	879	904	894	879	904	894	99.1	97.5	98.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2422.	2422.	2445.	1.29	0.95	3.70	5.50	7.28	8.42	23.95	22.15	30.30	69.26	69.62	57.58
Grade 7	2447.	2441.	2450.	4.78	3.29	2.30	6.83	9.54	11.51	24.57	21.71	25.33	63.82	65.46	60.86
Grade 8	2461.	2458.	2474.	3.61	4.93	5.12	8.66	7.39	8.53	19.49	18.31	24.23	68.23	69.37	62.12
All Grades	N/A	N/A	N/A	3.19	2.99	3.69	6.94	8.08	9.51	22.75	20.80	26.62	67.12	68.14	60.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	2.53	6.40	16.83	18.99	26.94	80.91	78.48	66.67
Grade 7	7.51	5.59	4.93	17.06	19.08	22.04	75.43	75.33	73.03
Grade 8	7.22	5.63	6.16	19.49	19.37	25.34	73.29	75.00	68.49
All Grades	5.57	4.54	5.82	17.75	19.14	24.75	76.68	76.33	69.43

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.27	0.95	3.37	29.13	28.16	32.32	68.61	70.89	64.31
Grade 7	5.46	5.26	4.28	34.13	35.53	35.53	60.41	59.21	60.20
Grade 8	4.33	8.80	6.14	25.99	35.21	32.76	69.68	55.99	61.09
All Grades	3.98	4.87	4.59	29.81	32.85	33.56	66.21	62.28	61.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.29	4.11	2.69	33.98	28.48	38.38	64.72	67.41	58.92
Grade 7	5.80	3.29	2.96	44.71	44.74	47.37	49.49	51.97	49.67
Grade 8	5.78	5.99	7.51	40.07	33.45	43.00	54.15	60.56	49.49
All Grades	4.21	4.42	4.36	39.48	35.51	42.95	56.31	60.07	52.68

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The primary means for improving student achievement will be through good first instruction. Intervention Intervention will also serve to support students that are struggling to meet grade level mathematics standards.. On the 2018-19 CAASPP administration, Lopez students made progress in the area of mathematics, but this is still an area of concern. One positive note is that the 8th graders during the 18-19 school year doubled the number of students scoring "met standards" as compared to the same cohort scores in 6th grade. Overall math scores increased in all three grade levels from the year prior. 6th grade scores grew from 8% met standards or above to 12%. Seventh grade scores grew from 13% met standard or above to 14%, while 8th grade scores grew from 12% to 14% meeting standards or above. All grade levels had a noticeable decrease in the percent of students below standard with an overall drop from 68% to 60%. An emphasis will be placed on moving all students, but particularly English Learners, from the not met standard band to the nearly met or met band. One other data point that will be analyzed to measure success is the "distance from met" which gives an overall summary of how students are progressing in the area of mathematics as measured by the CAASPP summative assessment.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		1518.7		1508.7		1528.3		83
Grade 7		1526.6		1518.0		1534.7		76
Grade 8		1543.4		1531.4		1554.9		68
All Grades								227

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		10.84		48.19		32.53		8.43		83
7		7.89		43.42		35.53		13.16		76
8		7.35		52.94		33.82		5.88		68
All Grades		8.81		48.02		33.92		9.25		227

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		25.30		49.40		15.66		9.64		83
7		26.32		38.16		27.63		7.89		76
8		17.65		54.41		23.53		4.41		68
All Grades		23.35		47.14		22.03		7.49		227

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		1.20		34.94		42.17		21.69		83
7		2.63		25.00		50.00		22.37		76
8		7.35		38.24		41.18		13.24		68
All Grades		3.52		32.60		44.49		19.38		227

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		21.69		59.04		19.28		83
7		13.16		64.47		22.37		76
8		14.71		70.59		14.71		68
All		16.74		64.32		18.94		227

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		32.53		55.42		12.05		83
7		39.47		53.95		6.58		76
8		41.18		54.41		4.41		68
All Grades		37.44		54.63		7.93		227

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		1.20		50.60		48.19		83
7		5.26		48.68		46.05		76
8		10.29		48.53		41.18		68
All Grades		5.29		49.34		45.37		227

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		27.71		68.67		3.61		83
7		2.63		92.11		5.26		76
8		2.94		94.12		2.94		68
All Grades		11.89		84.14		3.96		227

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. Lopez administers the yearly English Language Proficiency Assessments for California (ELPAC) to all English Learner students, but this did not occur during the 2019-20 year due to the COVID pandemic. Last year would have been the third year of ELPAC administration so there is only two years of longitudinal data. The ELPAC is administered during the OSD testing window which generally occurs in the spring. Students that arrive from outside of the United States are

administered the initial ELPAC test to assess whether they qualify as an English Learner, and to assess their ability in the domains of Listening, Speaking, Reading, and Writing. Students that take the ELPAC are given an overall level of 1,2,3, or 4 in each of the domains, and an overall score with 4 being the highest possible score. During the 2018-19 year, Lopez had 44 students score a "4" overall. 138 students scored "3," 100 scored "2," and 36 students scored a "1" overall. The ELPAC is one of the data points, along with STAR Reading Level and ELA score on the smarter balance summative assessment, to determine when students may be ready for reclassification. 96% of English Learners at Lopez Academy report a home language of Spanish. 2.6% of Lopez English Learners have a home Language of Mixteco, while Tagalog, Cebuano, Farsi, and Vietnamese each make up less than 1% of the home languages for EL students. Around 400 Lopez students have been reclassified as RFEP (redesignated fully English Proficient, but are still being monitored to ensure they are successful in making progress towards grade level standards. Lopez has another 50 students that were classified as English Learner at one point, but have fully exited the program after 4 years of monitoring.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
895	86.8	29.7	0.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	266	29.7
Foster Youth	1	0.1
Homeless	34	3.8
Socioeconomically Disadvantaged	777	86.8
Students with Disabilities	126	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9
Asian	1	0.1
Filipino	12	1.3
Hispanic	854	95.4
Two or More Races	4	0.4
Pacific Islander	1	0.1
White	15	1.7

Conclusions based on this data:

1. During the 2018-19 school year, Lopez was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Lopez's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Lopez showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Lopez scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The updated California School Dashboard is generally released each winter, but the time period is unclear this year in light of the lack of testing and distance learning that

has taken place since last spring.. Lopez received notification in spring 2020 that we are no longer considered a Comprehensive Support and Improvement School based upon results from the most recent California Dashboard.





Lopez has a diverse student body, with 91% of students identified as Socio-Economically disadvantaged. 33% of Lopez students are identified as English Learners, while 0.7% of students are considered Foster Youth. White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Lopez has 13.4% of students that are identified as students with disabilities. Approximately 1.6% of Lopez students were identified as homeless under the McKinney Vento guidelines. Lopez Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

Overall, Lopez showed growth in both Math and English Language Arts during the 2018-19 school year. CAASPP testing did not take place during the 2019-20 school year, so all discussion of data is based upon the 18/19 test administration. In the area of Mathematics, the percentage of students meeting standards increased by 1.43% to 9.51%. The percentage of students exceeding standards in mathematics increased to 3.69%, which was a 0.70% increase. It is also important to note that 5.82% of students moved from "standard not met" to "standard nearly met" in the area of mathematics. In the area of English-Language Arts, the percentage of students meeting standards increased by 5.04% to 21.36% while the number of students exceeding standards increased by 0.53% to 3.02% overall. The percentage of students not meeting standards in English-Language Arts declined by 12.04% as these students progressed to standard nearly met. In the area of Science, 13.5% of 8th grade students scored "met or exceeded" on the CAST test during the 2018-19 school year. Lopez Academy staff members are examining which instructional practices contributed to this increase in test scores to inform future instructional practices.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Orange</p>		

Conclusions based on this data:

1. It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. Lopez Academy was identified as a Comprehensive Support and Improvement (CSI) school for the 2018-19 school year, due primarily to the schools performance as documented in the California School Dashboard. Lopez was removed from CSI in spring of 2020 after analysis determined there was ample progress in the 2019 California School Dashboard. In the area of Chronic Absenteeism, Lopez improved from Red to Orange on the 2019 CA school dashboard. In the area of suspension rate, Lopez moved from red to yellow. For English Language Arts (ELA) the school moved from red to yellow, which is an increase of two bands between 2018 and 2019. In the area of mathematics, Lopez improved from Red to orange for the 2019 CA school dashboard. The release of the 2020 CA school dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2020. Continuous monitoring of the yearly dashboard will assist the school site council and Lopez staff in monitoring progress and identifying areas in need of growth in the future.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 62.4 points below standard Increased Significantly ++22.8 points 864	<p>English Learners</p>  Orange 83.3 points below standard Increased Significantly ++20.7 points 556	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 97.4 points below standard Increased ++13.5 points 38	<p>Socioeconomically Disadvantaged</p>  Yellow 65 points below standard Increased Significantly ++22.2 points 755	<p>Students with Disabilities</p>  Orange 145.2 points below standard Increased ++13.5 points 143

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 63.4 points below standard Increased Significantly ++23.1 points 827	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 53.8 points below standard Declined -8.5 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.8 points below standard Increased Significantly ++28.5 points 210	57.5 points below standard Increased ++12.1 points 346	51.8 points below standard Increased Significantly ++29.3 points 182

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year.

2018-2019 Analysis: For the 2018-19 school year, there were gains in the English Language Arts scores for English Learner students including a large gain in the number of students scoring "standard nearly met" where the percentage rose from 6.2% to 20.5% which represents a large increase. On the 2019 California School Dashboard, English only students English Language Arts scores increased significantly by an average of 29.3 points. For the 2018-19 school year, English only student scores increased as 28% scored met standard or above, while that number was 20.4% the previous school year. In examining the large subgroups, Lopez saw a significant increase in English Language Arts scores for the 2019 California School Dashboard with an average increase of 22.8 points for all students. Our homeless student population did see an increase in English Language Arts scores by an average of 13.5 points. Our school population of African American and Foster students was not reported because the student population was less than 11 students. Our special education students also demonstrated growth in the area of English Language Arts with an average increase of 13.5 points. It is important to note that in the area of English Language Arts, current EL students had a mean score of 125.8 points below standard, as compared to English only students that had a mean of 51.8 points below standard. This gap in performance is troublesome, and therefore a specific goal is included

in this SPSA to target English Learner students. Students with disabilities also had a large gap as they had a mean score of 145.2 points below standard, compared to 62.4 points below for all students.

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of English-Language Arts. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of English-Language Arts.

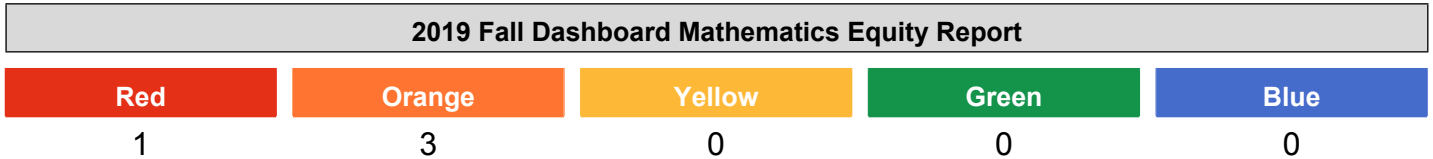
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 109 points below standard Increased Significantly ++16.9 points 864	<p>English Learners</p>  Orange 126.6 points below standard Increased Significantly ++18.5 points 556	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 139.7 points below standard Maintained ++1.3 points 38	<p>Socioeconomically Disadvantaged</p>  Orange 110.8 points below standard Increased Significantly ++18 points 755	<p>Students with Disabilities</p>  Red 202.3 points below standard Maintained ++2.9 points 143

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110.5 points below standard Increased Significantly ++16.8 points 827	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 97.9 points below standard Increased ++7.3 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
166.2 points below standard Increased Significantly ++34.9 points 210	102.6 points below standard Increased ++5.2 points 346	100.7 points below standard Increased Significantly ++16.6 points 182

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year.

In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Lopez Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2019 California School Dashboard. The average math score for all Lopez students increased by 16.9 points on the 2019 dashboard. Our English learner students increased by 18.5 points on average. Lopez's designated homeless students maintained with a 1.3 point increase, while socioeconomically disadvantaged students increased by 18 points. Students identified as special education scores increased by an average of 2.9 points. The score for current English Learner students at Lopez increased by 34.9 points on average, while reclassified English Learner scores increased by an average of 5.2 points. English only students had an average increase of 16.6 points, which is considered "increased significantly" on the dashboard. It is important to note that all of these scores are based upon results from the 2018-19 summative assessment. The 2019-20 summative assessment was suspended due to the COVID-19 pandemic.

Lopez staff members will continue to examine the instructional practices that contributed to student growth in the area of Mathematics during the 18-19 school year. The staff is also being trained on full implementation of Professional

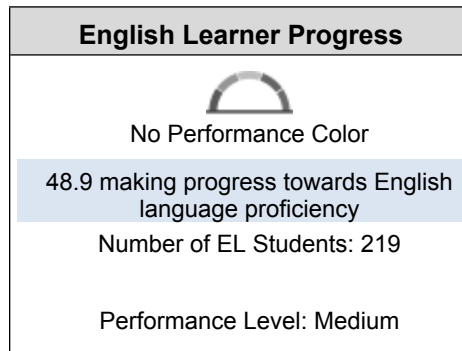
Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
20.5	30.5	0.9	47.9

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The 2019 California School Dashboard does not report on English Learner progress as this was only the second administration of the new ELPAC assessment for English Learner students. In analyzing the student data, we see that Lopez Academy had 219 English Learners during the 2018-19 school year. 11.2% of these students scored an overall level of 4, which is well developed. 42.6% of English Learners scored a 3, or moderately developed. 32.1% of Lopez English Learners scored level 2, or somewhat developed, while 14.1% scored a level one, beginning stage. The 2019 dashboard notes that 105 (48.9%) of EL students progressed at least one ELPI level. 67 Lopez EL students maintained their ELPI level, while 45 students decreased by one ELPI level. During the 2019-2020 school year, Lopez has 258 English Learner students, and another 380 former English Learners that are being monitored. Due to the COVID-19 Pandemic, the ELPAC was not administered. When an English Learner is reclassified as fluent English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student is ready for reclassification. The data examined to determine if a student is ready for reclassification includes their CAASPP ELA smarter balanced test score, their overall ELPAC Score, and their STAR 360 reading level. After four years of monitoring, reclassified students are no longer monitored. When Lopez receives a student that has not previously been enrolled within a school in the United States, an initial ELPAC examine is administered to measure whether the student will be classified as an English Learner or not to ensure that appropriate supports and programs are offered for all students designated as an English Learner.

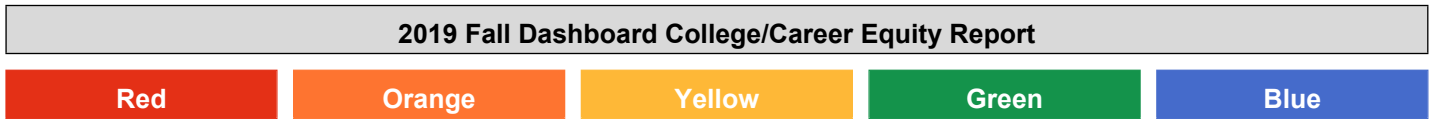
School and Student Performance Data

Academic Performance College/Career

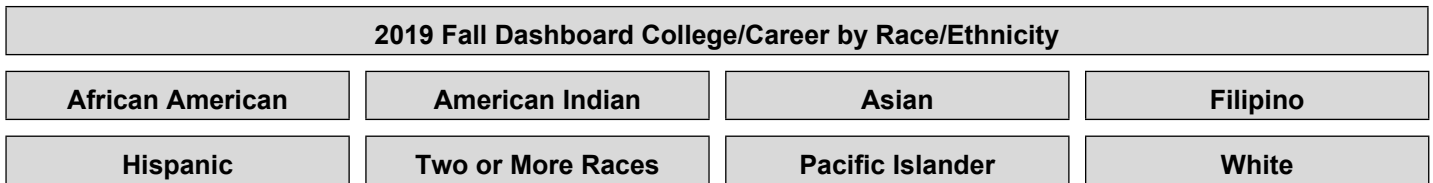
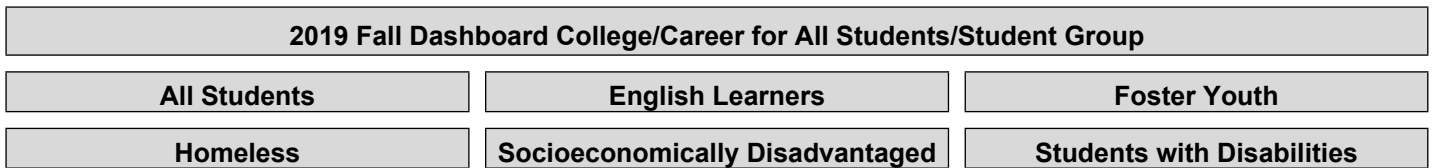
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

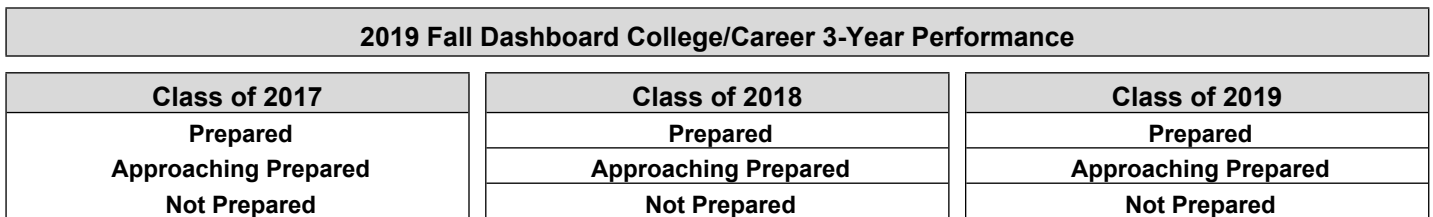
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- The 2019 California School Dashboard did not provide College/Career Readiness Performance data for middle schools. This category is slated to come online over the next several school years and will measure how well schools are preparing students for College and Career opportunities.

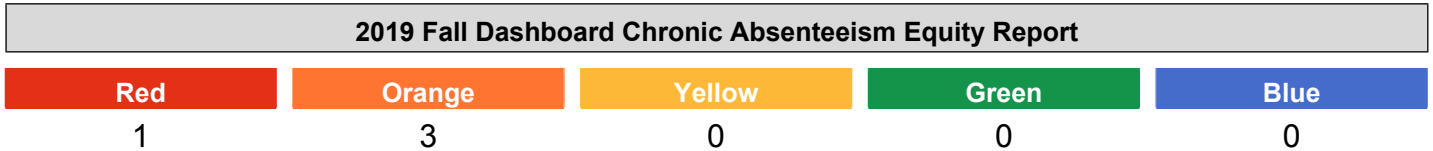
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 12.2 Increased +0.5 947	<p>English Learners</p>  Orange 14.3 Increased +1.9 287	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 40 Increased +21.5 45	<p>Socioeconomically Disadvantaged</p>  Orange 12.7 Increased +1.5 833	<p>Students with Disabilities</p>  Red 22.2 Increased Significantly +5.6 162

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 8.3 Increased +0.6 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.2 Increased +0.7 901	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 5.6 Declined -1.9 18

Conclusions based on this data:

- The California school dashboard for 2019 reported that one subgroup, students with disabilities, was in the red performance band, meaning that this is an area of concern. This red band was generated because of a 5.6% increase in the number of students with disabilities that were chronically absent. Four other subgroups, all students, homeless students, English Learners, and socioeconomically disadvantaged also increased. The overall percentage of students that are chronically absent is an area of concern that will continue to be addressed at Lopez Academy.

Overall, Hispanic students at Lopez had a small 0.7% increase in the number of students that were identified as chronically absent, meaning that they missed at least 10% of the school year. The percentage of white students that were chronically absent declined by 1.9%. Attendance will continue to be an area of focus at Lopez Academy, particularly in light of the fact that distance learning may have an impact on chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

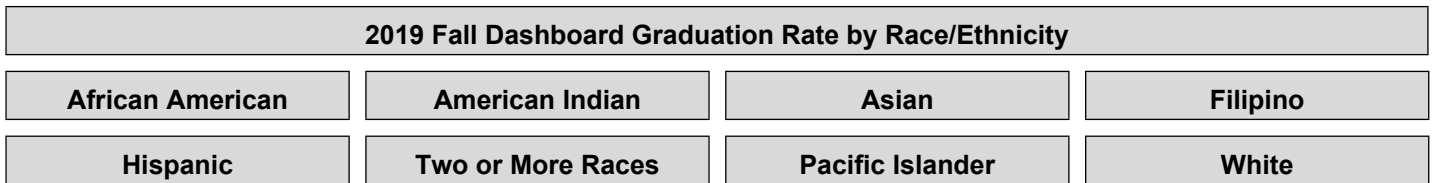
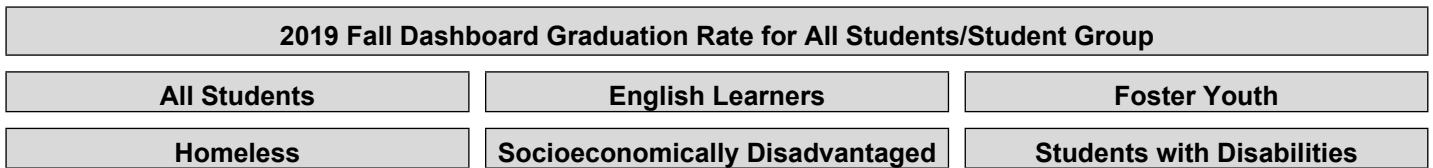
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

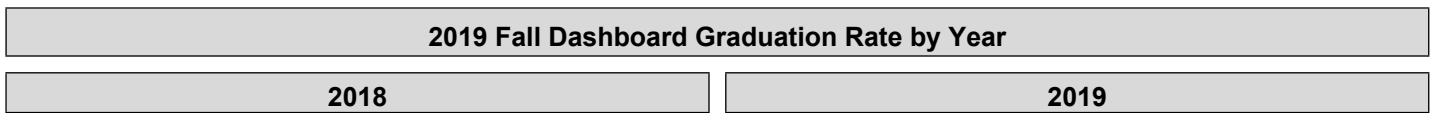
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. The graduation rate is not an area that middle schools are presently evaluated within the California School Dashboard.

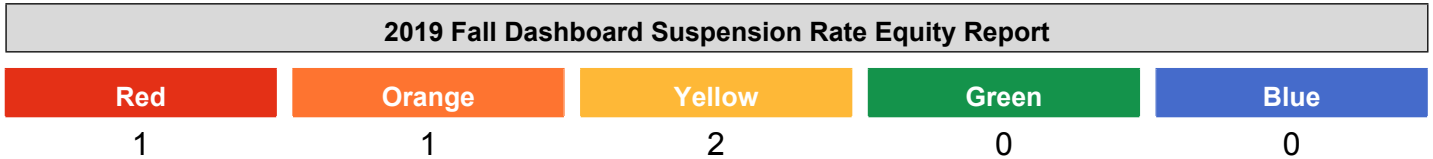
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 8.1 Declined -1 974	<p>English Learners</p>  Orange 10.6 Increased +0.6 301	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 8.3 Increased +1.4 48	<p>Socioeconomically Disadvantaged</p>  Yellow 8.1 Declined -1 856	<p>Students with Disabilities</p>  Red 13.8 Increased Significantly +4.7 167

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1 Declined -1.2 925	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 5.3 Increased +1.9 19

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.1	8.1

Conclusions based on this data:

- The California School Dashboard suspension rate is part of the overall school conditions and climate report. This data is from the 2018-2019 school year, and shows a decline of 1% in the overall suspension rates as 8.1% of students were suspended at least once during the 2019 school year. When looking more closely at the data, 8.1% of Hispanic students were suspended at least once, and 5.3% of white students were suspended at least once. 10.6% of English Learner students were suspended at least once and 13.8% of students with disabilities. While exact numbers and corresponding colors will not be known until a new California Dashboard is released, it is anticipated that Lopez Academy will show a continuing decline in suspension rate for the 19-20 school year as this was the trend prior to the COVID-19 pandemic occurred, leading to distance learning for the final several months of the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students Will Achieve High Academic Standards in a Nurturing, Creative Environment that Prepares Students for College and Career Opportunities.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning, including the implementation of Professional Learning Communities
 To provide professional development opportunities for teachers to enhance tier 1 instruction in all classrooms.
 To identify essential standards, create rigorous pacing guides, and administer teacher created common assessments for ELA/Math/Science/Social Studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	<p>Current 6th grade students: 21.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 24.8% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 20.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting and exceeding standards. Additional five percent of the students will move from approaching to meeting and or exceeding standards in each grade level.</p> <p>26% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Current 6th grade Dual Language Immersion students: 33.3% scored "Met Standard" or "Exceeded Standard" on the 2018-19 CAASPP ELA assessment</p> <p>Current 7th grade Dual Language Immersion students: 29.5% scored "Met Standard" or "Exceeded Standard" on the 2018-19 CAASPP ELA assessment.</p> <p>Current English Learners: 78.7% of English Learners scored "Standard Not Met" on the 2018-2019 CAASPP ELA Assessment.</p> <p>Current Students with Disabilities: 89.4% of students with disabilities scored "Standard Not Met" on the 2018-2019 CAASPP ELA Assessment.</p>	<p>29% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment.</p> <p>25% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP ELA assessment.</p> <p>38% of current 6th grade Dual Language Immersion students will score "Met Standard" or "Exceeded Standard" on the 2020-2021 CAASPP assessment</p> <p>34% of current 7th grade Dual Language Immersion students will score "Met Standard" or "Exceeded Standard" on the 2020-21 CAASPP Assessment</p> <p>The percent of current English Learners scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment.</p> <p>The percent of current students with disabilities scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment</p>
CAASPP Math Assessment	<p>Current 6th grade students: 14.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting and exceeding standards. Additional five percent of the students will move from approaching to meeting and or</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Current 8th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP Math assessment.</p> <p>Current English Learners: 75.7% of English Learners scored "Standard Not Met" on the 2018-2019 CAASPP Math assessment.</p> <p>Current Students with Disabilities: 92.0% of students with disabilities scored "Standard not Met" on the 2018-2019 CAASPP Math assessment</p>	<p>exceeding standards in each grade level</p> <p>19% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data.</p> <p>17% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data.</p> <p>17% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 202--2021 CAASPP assessment data.</p> <p>The percent of current English Learners scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP assessment.</p> <p>The percent of current students with disabilities scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment.</p>
<p>STAR 360 Reading Assessment</p>	<p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 37 based on the most recent fall 2020 administration of the STAR 360 Reading assessment.</p> <p>Current 7th grade students had a Student Growth Percentile (growth relative to academic peers) of 45 based on the most recent fall 2020 administration of the STAR 360 Reading assessment.</p>	<p>Current 6th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p> <p>Current 7th grade cohort will achieve a Student Growth Percentile of 53 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Current 8th grade students had a Student Growth Percentile (growth relative to academic peers) of 45 based on the most recent fall 2020 administration of the STAR 360 Reading assessment.</p>	<p>Current 8th grade cohort will achieve a Student Growth Percentile of 53 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p>
STAR 360 Math Assessment	<p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 39 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p> <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 37 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p> <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 40 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p>	<p>Current 6th grade cohort will achieve a Student Growth Percentile of 47 during the 2020-2021 school year on the STAR 360 Math Assessment</p> <p>Current 7th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Math Assessment</p> <p>Current 8th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Math Assessment</p>
ELPAC Assessment	<p>During the 2019-2020 school year, 28 Lopez Academy students were reclassified</p>	<p>Increase English Learner Reclassification rate by at least 5% for the 2020-2021 school year</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional opportunities for teachers to support student progress towards grade level standards through extra hour teacher tutoring, clubs, enrichment, parent trainings, and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
14628	LCFF - Targeted 1000-1999: Certificated Personnel Salaries \$12,000 (salary) \$2,628 (certificated benefits)
18,287	LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$15,000 (salary) \$3287 (certificated benefits)
18,287	CSI Funding 1000-1999: Certificated Personnel Salaries \$15,000 (salary) \$3287 (certificated benefits) Student Boot Camps

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, SST, collaboration/ curriculum planning, data analysis, etc. An effort will be made to hold SST/IEP meetings at times that do not require teachers to miss live classes when possible. SST serves as a Tier III support for at-risk students. Funds will also be used to provide district training/support for the Dual Language Program at Lopez Academy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4877	Title I

	1000-1999: Certificated Personnel Salaries \$4000 (salary), \$877 (certificated benefits)
12190	CSI Funding 1000-1999: Certificated Personnel Salaries \$10,000 (salary), \$2190 (certificated benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Lopez Academy

Strategy/Activity

Provide an instructional assistant to specifically support English Learner students (including AVID Excel students).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
12,454	Title I 2000-2999: Classified Personnel Salaries \$9400 (salary) \$ 3054 (classified benefits)
21,199	LCFF - Intervention 2000-2999: Classified Personnel Salaries \$16,000 (salary) \$5,199 (classified benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase new high interest reading books for the library with an emphasis on informational texts, but including all genres. Books will be at multiple grade levels to support students at all reading levels and varied interests. Purchased books will include titles in Spanish to support the Dual Language Instruction (DLI) Program at Lopez Academy which will include both 6th and 7th grade cohorts during the 2020-21 school year. . This goal is specifically supporting schoolwide implementation of the Renaissance Reading/Star 360 reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7500	Title I 4000-4999: Books And Supplies New books for library

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide opportunities for conference and professional development for teachers (all content areas)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I 5000-5999: Services And Other Operating Expenditures PD/Conferences/Virtual Trainings
25000	CSI Funding 5000-5999: Services And Other Operating Expenditures PD/Conference/Virtual Trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Lopez Academy

Strategy/Activity

Purchase High Interest/Engagement books for English Learner students (to be utilized exclusively in ELD and AVID Excel classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3000

Source(s)

Title III
4000-4999: Books And Supplies
Books for ELD/AVID Excel Classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Instrument Repair to support Lopez Academy Focus on instrumental music

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1500

Source(s)

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Instrument Repair

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide online subscriptions to educational applications including BrainPop, Newsela,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

7245	Title III 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students
2500	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

To pay the cost of publication recharges/Graphics to support in classroom materials, parent communication letters and packets,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1500	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Publications/Graphics
1500	Discretionary 5700-5799: Transfers Of Direct Costs Publications/Graphics

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Lopez focus strands

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
54250	Title I 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning
5062	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
10,844	CSI Funding 4000-4999: Books And Supplies Materials to support implementation of strategies from Teacher Professional Development
8347	LCFF - Targeted 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning
5,000	CSI Funding 4000-4999: Books And Supplies Instructional Materials for Student "Boot Camps"
30267	Discretionary 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning
5000	Discretionary 4000-4999: Books And Supplies Front Office Materials/Warehouse Purchases

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide teacher release time to collaborate to address PLC items like curriculum planning data analysis, lesson planning, unit planning, development of pacing guides, common assessments, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
54860	CSI Funding 1000-1999: Certificated Personnel Salaries \$45,000 (salary) \$9860 (certificated benefits) Teacher Extra Hours Planning/Curriculum Development

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours support for classified personnel to support the instructional programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5295	Discretionary 2000-2999: Classified Personnel Salaries \$4,000 (salary) \$1295 (classified benefits) Clerical OT
2648	LCFF - Targeted 2000-2999: Classified Personnel Salaries \$2,000 (salary) \$648 (classified benefits) Extra Hours Library Tech
16945	LCFF - Targeted 2000-2999: Classified Personnel Salaries \$12,800 (salary) \$4,145 (classified benefits) Clerical Extra Help
1324	Discretionary 2000-2999: Classified Personnel Salaries \$1,000 (salary) \$324 (classified benefits) Custodial Extra Help
1324	Discretionary 2000-2999: Classified Personnel Salaries

	\$1,000 (salary) \$324 (classified benefits) Custodial subs
5295	Discretionary 2000-2999: Classified Personnel Salaries \$4,000 (salary) \$1295 (classified benefits) Clerical substitutes

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Technology/Computer programs to support individual student learning through programs including MyOn, Lexia, and ST Math as these programs play a key role in offering support and growth for students at their individual learning level during distance and hybrid learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn, Lexia, ST Math

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Maintenance Agreements/Equipment Repairs/Service Fees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

2250	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
2324	Discretionary 5000-5999: Services And Other Operating Expenditures Repairs
500	Discretionary 5000-5999: Services And Other Operating Expenditures Services/Entry/Fees

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide computer supplies, devices and software for students to access digital learning materials and collaborate with peers to achieve California state content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Computer Supplies/Software

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide support for teacher professional development/implementation of Canvas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
Canvas Site Leads

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American with an emphasis on students reading below grade level expectations.

Strategy/Activity

Hiring of two Intervention Support Provider (ISP) teachers to lead Literacy focused interventions with students reading below grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
Two Intervention Support Providers

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The school site goal for the 2019-2020 school year was "All students will reach high academic standards in reading and mathematics." Because of the COVID-19 CAASPP testing did not take place in the spring. In the previous administration of the CAASPP during the 2018-2019 Lopez Academy students increased the percentage of students scoring "met" or "exceeded" by 5.57% for English-Language Arts .For the 2018-19 CAASPP administration Lopez students students increased by 3.89% in the area of mathematics. In the previous strategies a significant amount of money was dedicated to providing teacher led interventions (before school, after school, boot camps over breaks, etc). These interventions were occurring as planned until after March 13th when school went fully online for the balance of the school year. Furthermore, we do not have CAASPP or ELPAC data to verify the effectiveness of these programs at this point. Student attendance was strong for teacher led interventions, but no other data is able to corroborate the effectiveness of these strategies. In the area of STAR 360, students did not meet the SGP (student growth Percentile) goals that were established in the SPSA. It should be noted that the administration of STAR testing was different at the end of the year since students were not physically on campus. Furthermore, distance learning may have contributed to a lack of progress. The goals for this year will reflect more recent data from this year as the baseline as it is our most recent data points in the area of Star 360 math/reading.

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

As previously mentioned, there was a significant focus on teacher led interventions tied to the 2019-2020 student achievement goals. These interventions/tutoring was taking place as planned (before school, after school, boot camps during breaks) until we migrated to full distance learning in March 2020. The manner in which students took the STAR 360 tests changed during the school year as the final administration had to be given virtually, which was not the intention when the goal was created.

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.

In light of the current distance learning/hybrid model that we are implementing, several changes will be made to this year's goals and plans. Normally we would use previous year data as the baseline for data. For STAR 360, we will be utilizing our most current data from early in this year as our baseline instead of previous year's data. For CAASPP and ELPAC data, we will be utilizing the information available from 18-19 results from our current students. Even in the distance learning environment, an emphasis will be placed on improving and enhancing tier 1 instruction, with virtual teaching best practices in mind. As in previous years amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content, but the format will adjust to a virtual setting which will require an adjustment and reflection from teachers administering the intervention/tutoring. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis. Core content teachers have an emphasis on creating relevant pacing guides and common assessments that are appropriate for our current distance/hybrid learning models that will be in place this school year. While Lopez Academy is no longer identified as a Comprehensive Support and Improvement (CSI) school, the remaining funding will support continued teacher professional development and increasing the effectiveness of data driven Professional Learning Communities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn
 To provide resources/support to students that need additional supports during distance learning and/or hybrid school setting
 To provide ample incentives for students to keep them academically and socially engaged in learning, particularly during distance learning and/or hybrid school setting

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2018-2019 were 8.64%. No data available for 19-20 at this time	Suspension Rates for 2020-2021 will decrease to 7%.
California Healthy Kids Survey	School Climate and Student Well-Being is measured through the California Healthy Kids Survey (administered to 7th graders) and is reported out on the School Climate Report Card The overall school climate index (SCI) for 2018-19 was 269 The overall supports and engagement Index for 2018-19 was 241 The overall high expectations and caring relationships for 2018-19 was 253	The following Key Indicators will be monitored based on 2020-21 CHKS Administration: The overall supports and engagement index will meet or exceed 250 The overall high expectations and caring relationships will meet or exceed 260 The overall perceived school safety will meet or exceed 250 The overall school connectedness will meet or exceed 250

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The overall perceived school safety for 2018-19 was 237 The overall school connectedness for 2018-19 was 241.</p> <p>Overall scores on the School Climate Report Card range from 100 to 500, with high scores representing more positive school climate.</p>	
Attendance Data	<p>2018-2019 attendance data identified attendance as an area for growth. 18.16% of students had Chronic Absenteeism based on 2018-19 attendance data. The overall Average Daily Attendance for the 2018-2019 school year was 94.72%. We do not yet have 2019-20 school year attendance data.</p>	<p>Attendance data for 2020-2021 will be monitored with the following goal:</p> <p>The number of students with Chronic Absenteeism will decrease by 3% to for the 2020-21 school year to 15.16%</p> <p>The overall school wide Average Daily Attendance Percentage will increase to at least 95.5%</p>
Panorama Social-Emotional Survey	<p>N/A This will be the first year that students take the Panorama Survey at least three times/year in all three grades</p>	<p>95% of all students will take the Panorama Survey during each testing window. Administrators, Counselors, teachers, and other support personnel will utilize the results to create meaningful interventions and supports for students in need of additional resources.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of the CHAMPS/PBIS model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice models

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

TUPE
None Specified
TUPE Curriculum No additional charge

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase individual and classwide incentive materials (t-shirts, spirit wear, etc) to encourage and incentivize students to stay engaged academically and socially during distance learning/hybrid school setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

16,000

LCFF - Targeted
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselor extra hours to support students academic and social-emotional well being outside of the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

3657

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
\$3,000 (salary) \$657 (certificated benefits)
Counselor Extra Hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Form a collaborative team including certificated, classified, and administrators to develop and implement elements of the yearly School Safety Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

None Specified
No additional cost for this activity

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The second goal in Lopez's 19-20 SPSA was, "meeting the social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free, and conducive to learning. The metrics for this goal included baseline goals in the areas of suspension data,

California Healthy Kids Survey, and attendance data. The goal regarding suspension data was to decrease the overall suspension rate to 7% or less. While final suspension data is not available, the school was well below the 7% threshold when we entered into distance learning on March 16th. The California Health Kids survey was not administered last year as it is only required every two years. In its place, the Oxnard School District administered a pilot of the student Panorama Social-Emotional Learning survey to 6th grade students twice, and grade 7 and 8 students once. This year the CHKS will be administered as well as the Panorama Survey.

The overall chronic absenteeism rate for 2019-2020 has not been released, but chronic absenteeism will remain a goal and point of emphasis for this year, particularly with the challenges with attendance during distance learning. Lopez will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and administration, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor.

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

Implementation of activities in this goal were consistent at Lopez Academy last year. Due to the onset of distance learning in March 2020, data is not currently available to measure official attendance and suspension data. The budget expenditures were consistent with what was planned.

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.

Even though Lopez showed strong growth in both suspension data and school climate, this will remain a focus area. The area of chronic absenteeism will also continue to be a goal area and funding will be dedicated to providing incentives to students for excellent attendance, and for the school to intervene and support students that are chronically absent.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children
 To effectively communicate regularly with parents, including verbal translation as needed for conferences, parent workshops, parent-teacher meetings, etc.
 To provide ongoing parent trainings throughout the school year to assist parents in effectively navigating the challenges of middle school with their student
 To offer parent trainings, particularly in the first trimester of the school year, to support parents during distance/hybrid learning models.
 To regularly produce parent updates (print and video)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	According to teachers, parent attendance at conferences was 90% for 2019-2020	Maintain or increase the percentage of parents participating in parent conferences for the 2020-2021 school year.
Fall Conference Parent Survey (sent out after conferences)	NA-this is the baseline year	At least 85% of parents indicate they feel the fall conferences were an effective tool for school/parent communication regarding their child's academic progress.
Average Attendance at site initiated parent trainings	NA-this is the baseline year	Monthly attendance at site led parent training opportunities will be at least 30/month

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Attendance at ELAC	ELAC averaged 15 parents in attendance for the 2019/20 school year	ELAC will maintain or increase attendance to an average of at least 15 parents for the 2020-2021 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide verbal translation as necessary to encourage parent participation on campus, including Back to School Night, Open House, ELAC, SSC, student conferences, and all other opportunities for parent communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

6619

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$5000 classified salary, \$1,619 classified benefits
Verbal Translation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Lopez. Social media accounts include Facebook, Twitter, Instagram, and our school YouTube channel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

None Specified
No additional Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

None Specified
No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

None Specified
no additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

None Specified
No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, and A-G requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours for the Outreach Specialist to work with families for parent workshops, address chronic absenteeism, conduct home visits, and other parent training activities throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3310

Source(s)

LCFF - Targeted

2000-2999: Classified Personnel Salaries

\$2,500 (salary) \$810 (classified benefits) Extra Hours Outreach Specialist

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional campus assistant time to enhance school culture and student sense of safety on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

662

Source(s)

Discretionary

2000-2999: Classified Personnel Salaries

\$500 classified salary, \$162 (classified benefits)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy parents/guardians

Strategy/Activity

Promote/encourage parent participation in the district wide Project 2 Inspire trainings. These trainings are offered virtually to all parents at different times during the day to accommodate for parent availability in an effort to educate and empower parents in the academic achievement of their children.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Project 2 Inspire

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy stakeholders including school staff, students, and parents/guardians

Strategy/Activity

Continue to provide collaborative meetings with stakeholders through ELAC, SSC, and other formats. These meetings will be held virtually to allow for participation during COVID 19.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Goal three in the 2019-20 SPSA stated, "Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth." The activities in this goal were carried out last year including a number of parent workshops, campus tours, updating of student-parent compact. Lopez also continued with student conferences and had a strong turnout. The outreach specialist met frequently with parents to discuss additional wrap-around services and supports for students and families in need. PTA, ELAC, and SSC meetings were held with consistent attendance. Lopez hosted the district wide parent workshop in September with over 150 parents in attendance.

During this school year, we will continue to offer parents a variety of different opportunities to be meaningfully involved with their child's academic and social growth at Lopez Academy. This will include structured meetings like Back to School Night, fall and spring conferences, as well as other parent and family training opportunities. We are committed to making parents feel like they are welcomed and valued on our campus. This also includes regularly communicating with parents about important events and opportunities on our campus and within the Oxnard School District.

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

This goal was implemented as planned for the 2019-2020 school year.

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.

Parent participation remains a strong focus area at Lopez and within the Oxnard School District. All of the previous activities will continue, with additional parent opportunities provided for this year. Funding has been set aside for ample verbal translation as necessary for school events, parent workshops, and whenever needed. The school team will continue to post on social media to expose parents and community members to what is happening at Lopez Academy. We have increased our social media presence as we are now on Facebook, Twitter, Instagram, and YouTube. As additional funding becomes available, school site council will continue to explore other strategies to involve parents at Lopez.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$117,818.00
Total Federal Funds Provided to the School from the LEA for CSI	\$150,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,950.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI Funding	\$126,181.00
Title I	\$82,081.00
Title III	\$15,307.00

Subtotal of additional federal funds included for this school: \$223,569.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Discretionary	\$55,741.00
District Funded	\$0.00
LCFF - Intervention	\$39,486.00
LCFF - Targeted	\$83,154.00
TUPE	\$0.00

Subtotal of state or local funds included for this school: \$178,381.00

Total of federal, state, and/or local funds for this school: \$401,950.00

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
Title I	82081	0.00
Title III	15307	0.00
LCFF - Targeted	83154	0.00
LCFF - Intervention	39486	0.00
Discretionary	55741	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI Funding	126,181.00
Discretionary	55,741.00
District Funded	0.00
LCFF - Intervention	39,486.00
LCFF - Targeted	83,154.00
Title I	82,081.00
Title III	15,307.00
TUPE	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	CSI Funding	85,337.00
4000-4999: Books And Supplies	CSI Funding	15,844.00

5000-5999: Services And Other Operating Expenditures	CSI Funding	25,000.00
2000-2999: Classified Personnel Salaries	Discretionary	13,900.00
4000-4999: Books And Supplies	Discretionary	35,267.00
5000-5999: Services And Other Operating Expenditures	Discretionary	5,074.00
5700-5799: Transfers Of Direct Costs	Discretionary	1,500.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	18,287.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	21,199.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	18,285.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	29,522.00
4000-4999: Books And Supplies	LCFF - Targeted	29,847.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1,500.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	4,877.00
2000-2999: Classified Personnel Salaries	Title I	12,454.00
4000-4999: Books And Supplies	Title I	61,750.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
4000-4999: Books And Supplies	Title III	8,062.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,245.00
None Specified	TUPE	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	371,702.00

Goal 2

19,657.00

Goal 3

10,591.00

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Scott Carroll	Principal
Bria Singer-Schwarz	Classroom Teacher
Dr. Alberto Hananel	Classroom Teacher
Lauren Mendez	Classroom Teacher
Eric Steiner	Classroom Teacher
Kimberlee Ramirez	Other School Staff
Jessica Vargas	Parent or Community Member
Elizabeth Deal Garcia	Parent or Community Member
Lorena Paz	Parent or Community Member
Lorena Siquieros	Parent or Community Member
Zachary Wentz	Parent or Community Member
Maria Bravo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 09/29/2020.

Attested:

Principal, Scott Carroll on Sept. 29, 2020

SSC Chairperson, Lauren Mendez on Oct 20, 2020



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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 09/29/2020.

Attested:

	Principal, Scott Carroll on Sept. 29, 2020
	SSC Chairperson, Lauren Mendez on Oct 20, 2020

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019