School Year: **2023-24**

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	June 5, 2023	August 24, 2023

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)

Additional Targeted Support and Improvement

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to our English Learners reporting at the lowest levels in English/Language Arts, Math, Chronic

Absenteeism, and Suspension rates California Accountability Dashboard. Also, our Homeless population reported at the lowest levels in ELA, Math, and Chronic Absenteeism as reported in the 2022 California Dashboard. Finally, our Students with Disabilities reported at the lowest levels in ELA, Math, and Chronic Absenteeism as reported in the 2022 California Dashboard. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as providing extra hours for school counselors to hold academic and social-emotional meetings outside school hours, adding additional hours for campus supervisors to ensure a safe and welcoming learning environment, and implementing PBIS/STOIC practices.

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 is approximately 758 students. Lopez Academy was previously known as Richard B. Haydock Academy of Arts and Sciences until July 1, 2020.

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 SDC classes, two moderate to severe SDC classes, a Moderate to Severe Autism program class, 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. 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 and parent trainings 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) and our Oxnard Empowers Strategic Plan for the Oxnard Elementary School District. 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 includes 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.

The Lopez Academy school plan is intended to closely align with the newly adopted Oxnard School District student profile. This student profile guides educators within the Oxnard School District regarding the traits and abilities that students are expected to demonstrate upon promoting out of the district. District and site instructional decisions and programs should closely align with the board adopted student profile. The Lopez Academy plan also includes expenditures and actions to support the Dual Language (DLI) program.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....4
Comprehensive Needs Assessment Components 6
Data Analysis 6
Classroom Observations....6
Analysis of Current Instructional Program....6
Educational Partner Involvement 13
Resource Inequities 13
School and Student Performance Data 15
Student Enrollment 15
Star Early Literacy....17
Star Reading 18
Star Math....19
CAASPP Results....20
ELPAC Results 26
Student Population....29
Overall Performance 31
Academic Performance....33
Academic Engagement 40
Conditions & Climate....42
Goals, Strategies, & Proposed Expenditures....44
Goal 1....44
Goal 2....61
Goal 3....69
Budget Summary 76
Budget Summary 76
Other Federal, State, and Local Funds 76
Budgeted Funds and Expenditures in this Plan 77
Funds Budgeted to the School by Funding Source....77
Expenditures by Funding Source 77
Expenditures by Budget Reference and Funding Source 77
Expenditures by Goal 78
School Site Council Membership 79
Recommendations and Assurances 80
Instructions....81

Instructions: Linked Table of Contents 81
Purpose and Description 82
Educational Partner Involvement 82
Resource Inequities 82
Goals, Strategies, Expenditures, & Annual Review 83
Annual Review 84
Budget Summary 85
Appendix A: Plan Requirements 87
Appendix B: 90
Appendix C: Select State and Federal Programs 92

Comprehensive Needs Assessment Components

Data Analysis

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

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. The purpose of classroom observations is for school staff to be knowledgeable about the standards and monitor the collaborative structures and instructional practices learned this school year through professional development opportunities. 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 administrative team through an Instructional Survey (google form) to ensure all classrooms are visited on a regular basis. This data populated identifies patterns of classroom observation/feedback by period, department, grade level, and frequency and shared in a staff meeting every month. 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 through AVID instructional practices. For the 2022-23 school year, classroom observations focused on the school wide goal of having students read, write, listen, and speak every period, every day. Specific feedback was given to individual teachers as well as the whole staff about schoolwide trends towards meeting this goal. This schoolwide goal and classroom observation practice will continue for the 2023-24 school year.

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. CAASPP testing was suspended for two years, but returned in spring 2022. 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. Finally, we examine the results of the California Science Test (CAST) for our 8th grade students to monitor their progress toward meeting the Next Generation Science Standards (NGSS).

Lopez also utilizes the results of local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of four 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. 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 three times annually for all students. Our school counselors have prepared Social Emotional Lessons for our teachers to lead these lessons through Advisory and PE classes. 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.

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 (Tuesdays and Wednesdays) within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data to design units of study with differentiated instruction and modified . 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. Teachers going through their Induction Program receive the support of a mentor teacher assigned to them as well as Professional support. Professional development is always offered throughout the school year, especially, 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, all Oxnard School District teachers received an additional three full days of professional development prior to the first day of school. Three additional staff development/professional development days were added to the teacher calendar for the 2021-22 and 2022-23 school years. The professional development activities outlined in this plan are intended to alight with the newly adopted OSD student profile and priorities outlined in our new OSD Empowers framework which serve as a guide to planning curriculum and programs within the Oxnard School District. In the 2022-2023 School Year, Lopez Academy provided 5 staff development opportunities for teachers to learn collaborative strategies through professional development in the Advancement Via Individual Determination (AVID) program through an AVID Regional Consultant.

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

The Educational Services Department includes our Associate Superintendent of Educational Services, Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders as they review data, plan instruction, and work collaboratively with their assigned departments. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education, assessment, and TK instruction.

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 on Tuesdays and Wednesdays every week. Lopez Academy offers common prep periods as well for teachers in same grade levels and departments to collaborate during their common prep period every day. Time is set aside for staff or PLC meetings every Tuesday and Wednesday after school. Additional funding is provided through several funding sources in 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 other school based teams. Additional time will be necessary for the continuous 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 and the New Generation Science 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 and Educational Services. All school schedules adhere to the guidelines governing recommended instructional minutes.

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 continuing to develop and adjust 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 twice in 2022-2023, since we were on on third year of CSI status. We were in compliance in instruction and facilities.

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, especially for our Dual Language Immersion Programs.

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 students receiving special education services to access grade level content standards with general educations peers with the academic support of a general and special education teacher. 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, LCFF funding, and district financial support, Lopez offers ample tutoring opportunities for students that are not currently accessing the state content standards.

Teachers provide tutoring before and after school for all students in all core academic areas to support student progress towards meeting state grade level standards. Site based interventions (before and after school) are focused to meet the needs of students that are struggling to access 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 made significant academic growth as indicated in our 2022 California Dashboard. An instructional assistant position is funded to support designated ELD classes during the 2022-23 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 regularly utilize the iPad technology available to students to plan and deliver highly engaging and rigorous curriculum. Additionally, all teachers at Lopez have 2-3 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. Most content area teacher also have common prep periods during the school day to provide additional collaboration/planning opportunities.

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. Many of these parent opportunities are provided via zoom and in person.

Parents are also encouraged to attend school events such as our 6th grade orientation, EL reclassification celebration, Back to School Night, student-led conferences, cultural events (such as the Dia de los Muertos and Cinco de Mayo) arts performances/show throughout the school year. Our AVID program in particular supports college and career exploration. It is important to note that a many of these events may continue take place virtually as these included strong participation from parents through our COVID days.

Finally, our school offers one full-time ORC staff members who supports all families with district and community resources. Our two school counselors support families with counseling referrals, high school registrations, academic guidance, and provide high school information. Finally, a social worker was hired this school year to support families in our school that have siblings in our K-5 schools that have a significant need.

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 biliteracy program. Finally, Lopez has a large number of parents that do not speak English as a first language, therefore ample 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. Title and categorical funds are used for a variety of purposes to support underperforming students.

Educational Partner 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 on systems and services at school. The SPSA and its goals were also shared with the ELAC committee for their feedback and input. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support Emerging Bilinguals at Lopez for the upcoming school year, based on the results we attained this school year. ELAC will continue to provide feedback to the School Site Council throughout the year.

The SPSA, along with the site budgets for Title 1 and Title III, will be reviewed and approved by the School Site Council. 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.

An area of concern is the high rates of chronic absenteeism at Lopez Academy. While our attendance was higher than the previous year, we have still not returned to pre-pandemic attendance levels. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest for students that are struggling academically. Prior to the COVID 19 Pandemic, 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.

Unfortunately, the suspension rate increased during the 2021-22 school year and was reported as "high" rate in the 2022 California Dashboard with 11.7% of students suspended at least once in 2021-22. Lopez staff and the School Site Council shall continue to monitor resource inequities throughout the 2023-24 school year. Distance learning during the 2020-21 school year was a significant challenge for many students, and this has created outcome inequities for some students during the 2021-23 school years. 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 and to support PBIS/CHAMPS/RJ practices. School-wide assemblies were held to address behavioral expectations and events to incentivize good behavior, good attendance, and low tardies was explored. Through these interventions, we expect to see lower number of suspensions as reported on the 2023 California Dashboard that will be released in late 2023.

While Lopez Academy grew slightly overall in 2022-23 school year, we will continue to heavily focus on Mathematics in 2023-24. Our students are not performing where we expect them in the area of mathematics. When final state test results are released in fall of 2023, further analysis will be necessary to acquire data specific to subgroups of including English Learners, Special Education, Foster/Homeless, etc. Overall, Mathematics is a top area of focus at Lopez Academy as we strive to significantly increase the percentage of students scoring met/exceeded, particularly in 8th grade as students transition to high school. Preliminary CAASPP data indicates a growth in mathematics, but the passage rate is still fairly low; below our district goals and the average for the State of California.

Another area of concern is regarding our significant amount of 8th grade students who were not eligible to participate in Promotion Ceremony for their low academic performance. For the 2022-2023 School Year, approximately 40% of 8th grade student did not qualify for Promotion Ceremony on June 15th, 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%	0	0	0
African American	0.8%	0.75%	0.66%	7	6	5
Asian	0%	0%	0%	0	0	0
Filipino	1.4%	0.87%	0.53%	12	7	4
Hispanic/Latino	95.0%	95.64%	95.23%	840	768	719
Pacific Islander	0.1%	0.25%	0.4%	1	2	3
White	2.5%	2.24%	2.78%	22	18	21
Multiple/No Response	0.2%	0.25%	0.4%	2	2	3
			Total Enrollment	884	803	755

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Sciences	Sciences
Grade 6	277	288	235
Grade 7	300	264	256
Grade 8	307	251	246
Total Enrollment	884	803	737

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 around 737 students. Our enrollment by grade level is fairly consistent, with approximately 245 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	289	298	327	32.70%	#DIV/0!	43.3%
Fluent English Proficient (FEP)	399	329	263	45.10%	#DIV/0!	34.8%
Reclassified Fluent English Proficient (RFEP)			42	7.6%	NA	12.8%

Conclusions based on this data:

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 most recent CAASPP ELA and Math tests, most English Learner students scored "Very Low" as indicated in the 2022 California Dashboard. In contrast, nearly 23% of 6th grade students, 26% of 7th grade students, and 29% of 8th grade students scored "met standard" or "above" on the summative ELA test in the 2023 ELA CAASPP assessment. Also, nearly 13% of 6th grade students, 18% of 7th grade students, and 13% of 8th grade students scored "met standard" or "above" on the summative Math test in the 2023 Math CAASPP assessment. The academic performance of our Lopez Academy English Learner students is a high priority with specific sub goals within this plan. It is important to note that the specific needs of English Learners addressed within this plan are also aligned to the newly adopted OSD student profile and our OSD Empowers framework.

As a result of strong collaborative groups that review data and design units of study that meet the academic and linguistic needs of our English Learners, our English Learners had "Very High" progress as reported in the 2022 California Dashboard. Professional development this school year during staff meetings regarding AVID collaborative strategies, supported this academic and linguistic development of our students. In general, Lopez Academy presented the highest number of students reclassified for any school in Oxnard School District with more than 80 students. Our activities and goals targeting our English Learners are being effective and we will continue this work for the 2023-2024 Academic School Year.

The data shows that the percentage of English Learner students at Lopez Academy has increased over the last few years, presently at just under one-third of all students. 47% of students at Lopez are classified as either Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP). This data is important as it underlines the need for a continued focus on the academic achievement of our English Learners who have historically performed at lower levels than their peers. Strategies and curriculum that is research based and focused on the diverse needs of English Learner students is an important piece of the plan for student success at Lopez Academy. We must also continue to monitor and support students that have been previously reclassified as they may still have needs in the areas of mathematics or Language Arts.

School and Student Performance Data

Star Early Literacy

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	226	78	35%	80	35%	58	26%	10	4%	2	1020
Grade 7	112	73	65%	25	22%	12	11%	2	2%	1	998
Grade 8	210	93	44%	65	31%	43	20%	9	4%	2	1043

Conclusions based on this data:

In addition to administering the CAASPP assessments, the STAR 360 Math and Reading Assessments were administered to students four times during the 2022-23 school year. STAR assessment scores demonstrate the progress each individual student is making in the area of math or reading.

For the final administration of the STAR reading assessment in 2023, 4% of Lopez 6th graders scored level 4 while 26% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 70% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 6th grade students was 4.3 with a scaled score of 1020.

For the Spring administration of the STAR reading assessment in 2023, 4% of Lopez 7th graders scored level 4 while 25% scored level 3. 72% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR reading level for Lopez 7th grade students was 4.7 with a scaled score of 1033.

For the final administration of the STAR reading assessment in 2023, 4% of Lopez 8th graders scored level 4 while 20% scored level 3. 75% of Lopez 8th graders scored in the “less than proficient" bands. The overall STAR reading level for Lopez 8th grade students was 4.9 with a scaled score of 1043.

The STAR reading assessment will continue to be used throughout the 2023-24 school year to help measure student growth in the area of reading.

School and Student Performance Data

Star Math

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	223	136	61%	60	27%	23	10%	4	2%	1	1017
Grade 7	232	130	56%	58	25%	33	14%	11	5%	1	1040
Grade 8	211	141	67%	37	18%	15	7%	18	9%	1	1052

Conclusions based on this data:

In addition to administering the CAASPP assessments, the STAR 360 Math and Reading Assessments were administered to students four times during the 2022-23 school year. STAR assessment scores demonstrate the progress each individual student is making in the area of math or reading.

For the final administration of the STAR math assessment in 2023, 2% of Lopez 6th graders scored level 4 while 10% scored level 3. Levels 3 and 4 are considered “proficient” in the STAR assessment system. 88% of Lopez 6th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 6th grade students was 5.6 with a scaled score of 1020.

For the final administration of the STAR math assessment in 2023, 5% of Lopez 7th graders scored level 4 while14% scored level 3. 81% of Lopez 7th graders scored in the “less than proficient” bands. The overall STAR math level for Lopez 7th grade students was 6.6 with a scaled score of 998.

For the final administration of the STAR math assessment in 2023, 9% of Lopez 8th graders scored level 4 while 7% scored level 3. 84% of Lopez 8th graders scored in the “less than proficient" bands. The overall STAR math level for Lopez 8th grade students was 6.9 with a scaled score of 1043.

The STAR math assessment will continue to be used throughout the 2023-24 school year to help measure student growth in the area of math.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		270	230		265	224		265	222		98.1	96.52%
Grade 7		243	252		238	249		238	245		97.9	97.22%
Grade 8		282	238		274	234		274	233		97.2	97.9%
All Grades		795	720		777	707		777	700		97.7	97.21%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2450.	2458		1.89	3%		16.23	20%		28.30	30%		53.58	47%
Grade 7		2501.	2497		5.88	3%		27.31	23%		26.47	36%		40.34	38%
Grade 8		2506.	2510		4.01	5%		27.01	24%		27.37	33%		41.61	38%
All Grades	N/A	N/A	N/A		3.86	4.6%		23.42	25.6		27.41	36.6		45.30	33%

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.91			47.92			47.17	
Grade 7		8.82			57.98			33.19	
Grade 8		7.66			55.84			36.50	
All Grades		7.08			53.80			39.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.02			36.23			60.75	
Grade 7		9.24			50.84			39.92	
Grade 8		4.38			48.54			47.08	
All Grades		5.41			45.05			49.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.55			69.43			23.02	
Grade 7		8.40			71.01			20.59	
Grade 8		9.12			71.90			18.98	
All Grades		8.37			70.79			20.85	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.55			63.02			29.43	
Grade 7		11.34			63.03			25.63	
Grade 8		12.77			66.42			20.80	
All Grades		10.55			64.22			25.23	

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the CAASPP math, ELA, and science assessments were not administered during the 2019-20 and 2020-21 school years. When analyzing the data, the 2023 preliminary CAASPP scores will be compared to the 2021-2022 school year assessment results. This analysis is based upon preliminary test scores from spring 2023 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP ELA test totaled 23%. This represented a 4% percent increase from the most recent assessment during the 2021-22 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2023 CAASPP ELA administration totaled 26% which is a decline of 6% from the 2021-2022 school year. 29% of Lopez Academy 8th graders scored met/exceeded on the CAASPP ELA test which was a 2 percent decline from the last administration.

While Lopez Academy grew in 6th grade, there was a decline in our ELA performance in 7th and 8th grades. We will continue to heavily focus on English Language Arts with our schoolwide “read, write, listen, speak...every period, every day” focus, as this has proven to be very effective with our Emerging Bilinguals. English Learner students are a priority at Lopez Academy and their growth on the CAASPP ELA test will be closely monitored as well. When final state test results are released in fall of 2023, further analysis will be necessary to acquire data specific to student groups; including English Learners, Hispanic, Social-economic Disadvantaged, Special Education, Foster/Homeless, etc. GATE and honors students are clustered to ensure that they are challenged and continue to maintain or exceed the common core state standards where over 90% of students in these programs earn a Level 3 or 4 on the CAASPP State Assessments.

Through strategic activities and goals set for our English Learners and all students in math, our students continue to make academic growth in reading as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP reading assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will

be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

Tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		270	230		265	225		263	225		98.1	97.83%
Grade 7		243	252		238	248		263	246		97.9	97.62%
Grade 8		281	238		274	233		273	232		97.5	97.48%
All Grades		794	720		777	706		776	703		97.9	97.64%

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2433.	2445		2.26	2%		9.43	11%		25.28	29%		63.02	58%
Grade 7		2456.	2466		3.36	6%		13.03	12%		21.85	23%		61.76	59%
Grade 8		2451.	2457		2.93	5%		9.16	8%		20.51	19%		67.40	68%
All Grades	N/A	N/A	N/A		2.84	4.6%		10.44	10.3		22.55	24%		64.18	61%

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.15			34.34			61.51	
Grade 7		4.62			39.08			56.30	
Grade 8		2.93			40.29			56.78	
All Grades		3.87			37.89			58.25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.89			38.11			60.00	
Grade 7		4.62			50.00			45.38	
Grade 8		3.66			42.49			53.85	
All Grades		3.35			43.30			53.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.40			55.09			41.51	
Grade 7		5.04			57.98			36.97	
Grade 8		1.10			59.34			39.56	
All Grades		3.09			57.47			39.43	

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the CAASPP math, ELA, and science assessments were not administered during the 2019-20 and 2020-21 school years. When analyzing the data, the 2023 preliminary CAASPP scores will be compared to the 2021-2022 school year assessment results. This analysis is based upon preliminary test scores from spring 2023 as official test scores are still pending.

Lopez Academy 6th grade students scoring met/exceeded on the CAASPP math test totaled 13%. This score increased by 1% from the CAASPP administration in the 2021-22 school year. Lopez Academy 7th grade students scoring met/exceeded on the spring 2023 CAASPP Math administration totaled 18% which is a 3% increase from the 2021-22 school year. 13% of Lopez Academy 8th graders scored met/exceeded on the CAASPP Math test which was a 1 percent increase from the last administration.

While Lopez Academy grew slightly overall, we will continue to heavily focus on Mathematics. Our students are not performing where we expect them in the area of mathematics. When final state test results are released in fall of 2023, further analysis will be necessary to acquire data specific to subgroups of including English Learners, Special Education, Foster/Homeless, etc. Overall, Mathematics is a top area of focus at Lopez Academy as we strive to significantly increase the percentage of students scoring met/exceeded, particularly in 8th grade as students transition to high school.

GATE and honors students are clustered to ensure that they are challenged and continue to maintain or exceed the common core state standards and over 80% of these students met the State standards for mathematics as measured by the 2023 Math CAASPP assessment.

Our average percent of students who "met/exceeded" the standards in math continues to grow and it is critical to allocate funds for more opportunities for Math intervention and professional development. Finally, the percent of students in Level 1 on the CAASPP math assessment continues to decrease while the scaled score from this school year improves by several points.

Through strategic activities and goals set for our English Learners and all students in math, our students continue to make academic growth in math as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP math assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

Tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24. Finally, we will work with

our Manager of Mathematics and district Math TOSA's to provide professional development to our math teachers in effective instructional practices in the math domains that are heavily weighed in the state assessments.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1496.2	1524.4	1526	1491.9	1522.5	1518	1500.2	1525.9	1534	94	111	92
7	1510.0	1555.6	1546	1508.0	1554.0	1542	1511.5	1556.8	1548	96	81	97
8	1530.8	1556.1	1548	1527.4	1561.5	1538	1533.6	1550.3	1558	76	76	63
All Grades			1540			1533			1547	266	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	11.71	21%	43.75	45.95	36%	26.25	36.04	31%	23.75	6.31	12%	80	111	92
7	10.00	37.04	34%	28.89	33.33	45%	41.11	24.69	18%	20.00	4.94	3%	90	81	97
8	12.50	19.74	25%	36.11	52.63	46%	40.28	22.37	16%	11.11	5.26	13%	72	76	63
All Grades	9.50	21.64	26.66 %	35.95	44.03	42.33 %	35.95	28.73	21.66 %	18.60	5.60	9.33 %	242	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	17.50	32.43	33%	43.75	47.75	39%	23.75	13.51	24%	15.00	6.31	4%	80	111	92
7	17.78	45.68	34%	40.00	38.27	45%	33.33	12.35	18%	8.89	3.70	3%	90	81	97
8	20.83	48.68	27%	47.22	38.16	25%	26.39	7.89	22%	5.56	5.26	26%	72	76	63
All Grades	18.60	41.04	31.33 %	43.39	42.16	36.33 %	28.10	11.57	21.33 %	9.92	5.22	11%	242	268	252

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.25	2.70	10%	13.75	19.82	28%	43.75	54.95	36%	36.25	22.52	26%	80	111	92
7	2.22	16.05	12%	17.78	37.04	27%	40.00	30.86	49%	40.00	16.05	12%	90	81	97
8	5.56	11.84	28%	31.94	26.32	27%	31.94	51.32	20%	30.56	10.53	25%	72	76	60
All Grades	4.55	9.33	16.66 %	20.66	26.87	27.33 %	38.84	46.64	35%	35.95	17.16	21%	242	268	239

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.46	18.92		59.49	72.97		24.05	8.11		79	111	
7	10.47	16.05		62.79	74.07		26.74	9.88		86	81	
8	18.84	15.79		62.32	73.68		18.84	10.53		69	76	
All Grades	14.96	17.16		61.54	73.51		23.50	9.33		234	268	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	40.00	52.38		47.50	42.86		12.50	4.76		80	105	
7	48.89	71.05		44.44	26.32		6.67	2.63		90	76	
8	43.66	64.79		50.70	33.80		5.63	1.41		71	71	
All Grades	44.40	61.51		47.30	35.32		8.30	3.17		241	252	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.00	2.70		30.00	42.34		65.00	54.95		80	111	
7	5.68	18.52		32.95	58.02		61.36	23.46		88	81	
8	16.90	16.00		30.99	40.00		52.11	44.00		71	75	
All Grades	8.79	11.24		31.38	46.44		59.83	42.32		239	267	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.25	16.22		76.25	76.58		12.50	7.21		80	111	
7	3.41	19.75		82.95	76.54		13.64	3.70		88	81	
8	1.45	2.67		88.41	96.00		10.14	1.33		69	75	
All Grades	5.49	13.48		82.28	82.02		12.24	4.49		237	267	

Conclusions based on this data:

It is important to note that the ELPAC test was not administered during the 2020-21 school year as a result of school closures due to COVID-19. The results within this analysis are based upon preliminary data from the 2023 test administration and will be compared to the ELPAC results from the 2021-22 Academic School Year. Improving academic outcomes for Emerging Bilinguals was a top priority at Lopez Academy during the 2022-23 school year, and the preliminary results are showing additional growth from the high growth reported last year.

Overall, 58 students at Lopez Academy scored a 4 overall (highest level) on the 2022-23 ELPAC assessment. This represents nearly one-quarter of the total our Emerging Bilingual student population at Lopez. In 6th grade, 57% of English Learners scored a level 3 or 4 which was slightly above the state average (56%) and slightly below the district average of 61%. Among 7th grade English Learners, 61% of students scored a level 3 or 4. This percent was well above the state (59%) average but slightly below our district's average of 64%. 8th Grade English Learners showed the most progress with 66% scoring levels 3 or 4 which was well above the state (61%) and district (62%) averages.

While we are encouraged to see growth in our ELPAC scores, we remain heavily focused on improving the student outcomes for our Emerging Bilinguals. There is a particular focus on reclassifying 8th grade students prior to leaving for high school. In the 2022-23 Academic School Year, Lopez Academy had the highest number of students that reclassified with 97 students in the entire school district. The overall growth can be at least partially attributed to the schoolwide focus of “read, write, listen, speak, every period, every day.” This focus strives to increase student voice and writing within all classrooms. This literacy focus will continue for the 2023-24 school year. Professional development with AVID collaborative strategies and a school-wide focus in writing short responses using the RACE writing strategy will continue as our English Learners are making "Very High" growth as indicated in the California Dashboard and the 2021-22 and 2022-23 ELPAC assessments. As of today, 56, 6th through 8th grade students have met criteria to reclassify as English Proficient in August of 2023 for the upcoming Academic School Year.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 and ELPAC assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. As indicated in our OSD Strategic Plan, we will continue to strive to connect learning to students lives and create environments of enrichment that engage our students' multilingual repertoires. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
803	**83.6**	**37.1**	**0.2**
Total Number of Students enrolled in Dr. Manuel M. Lopez Academy of Arts and Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	298	37.1
Foster Youth	2	0.2
Homeless	58	7.2
Socioeconomically Disadvantaged	671	83.6
Students with Disabilities	148	18.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.7
American Indian		
Asian		
Filipino	7	0.9
Hispanic	768	95.6
Two or More Races	2	0.2
Pacific Islander	2	0.2
White	18	2.2

Conclusions based on this data:

Lopez has a diverse student body, with 83.6% of students identified as Socio-Economically disadvantaged. 37.1% of Lopez students are identified as English Learners, while 0.2% 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 20% of students that are identified as students with disabilities. Approximately 8.7% 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 since the 2018-2019 academic school years. CAASPP testing did not take place during the 2019-20 or 2020-21 school year, but 2022-23 and 2023-24 State assessments indicated academic and linguistic growth for most student groups, especially our Emerging Bilinguals. The 2022 California Dashboard reported that our Emerging Bilinguals were "Very High" in academic progress during the 2021-22 Academic School Year. As a result of this, Lopez Academy met criteria to not be labeled as a school on CSI status for the 2022-2023 Academic School Year.

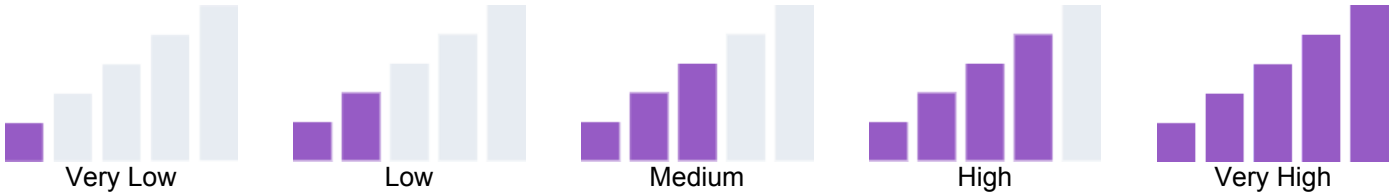
CAASPP was administered in the spring of 2022 and new goals and activities will be identified upon release of updated smarter balance scores. Preliminary test data is discussed within this plan, but official test results will not be released until fall 2023.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: Very High		

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 or 2020-21 school years. The school dashboard assigned different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas 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. It is not known when the next California School Dashboard will be released.

For the 2022 California Dashboard, the State modified the indicators from colored to different levels of proficiencies indicated by bars that identify progress as "very low, low, medium, high, and very high." For Lopez Academy, our highest academic and linguistic progress is with our Emerging Bilinguals who scored "very high" as reported by the 2022 California Dashboard and the high number of Emerging Bilinguals that met criteria for reclassification in the 2021-22 Academic School Year. For the 2023-2024 Academic School Year, it is imperative for us to address our high suspension rates and chronic absenteeism rates. Through strong academic focus in our PLC's and targeted professional development opportunities, we will continue to improve our first-tier instruction and improve our school culture for all students to engage in high-levels of learning in a safe learning environment. In collaboration with our educational partners, we will explore ways to incentivize students who attend school regularly and meet our school's behavioral expectations. As indicated in our OSD Strategic Plan, we will provide professional development to our staff on ways to establish powerful relationships that nurture equity and success.

Through strategic activities and goals set for our English Learners and all students in the areas of reading and math, our students continue to make academic growth in reading and math as reported by the 2023 preliminary CAASPP assessments and the California Dashboard. Our English Learners reported "Very High" growth in the 2022-23 Academic School Year and our average percent of students who "met/exceeded" the standards in reading and math continues to grow. Through partnership with multiple educational partners in data analysis for student groups represented at Lopez, we are monitoring student needs and academic/linguistic development in ELA and linguistic abilities. Finally, the percent of students in Level 1 on the CAASPP reading assessment continues to shrink in size.

To support our students academic growth for the 2023-24 Academic School Year, Lopez Academy will refine our Theory of Action Plan as highlighted in our OSD Strategic Plan that is focused on teachers' data analysis of the STAR 360 assessments to design units of study that strengthen first-instruction. Also, we will continue to engage in AVID professional development opportunities to replicate effective instructional practices and student activities that have a significant impact on student learning. Finally, we will refine our system of observation and feedback for teachers to receive immediate and effective feedback from a school administrator to improve their instructional practices. Data will be reviewed consistently twice a week during Professional Learning Communities, for teachers to design instruction that meets the academic and linguistic needs of all students.

To support our students from making more significant academic growth than "low and very low" as reported by the 2022 California Dashboard, tutoring groups will be available to students before and after school on a weekly basis to provide second and third-tier support to students. Moreover, we are expanding our co-taught Special Education sections, from 7 to 12, in our Master Schedule to support our general education students more by having the instructional support of a general and special education teacher. We hope for 180 students to benefit of the co-taught sections in 2023-24.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

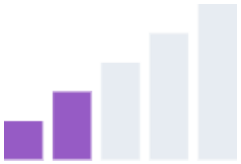
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
62.0 points below standard	78.5 points below standard	1 Student
757 Students	507 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
77.8 points below standard	63.7 points below standard	134.2 points below standard
53 Students	721 Students	145 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students			No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 63.7 points below standard 724 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 35.1 points below standard 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.6 points below standard	51.9 points below standard	48.2 points below standard
251 Students	256 Students	164 Students

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, CAASPP assessment were not administered during the 2019-2020 or 2020-2021 school years.

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.

As reported by the 2022 California Dashboard, all of our student groups scored in the "low or very low" average" in Language Arts, primarily due to the learning impact during school closures in the 2020-21 Academic School year due to COVID-19. Distance Learning had a significant impact in our students linguistic and academic abilities. Through refined collaborative structures at Lopez Academy, centered on data analysis and lesson design, we strive to improve our first-tier instruction that supports the academic and linguistic development of all our student groups. The school principal is engaging in analysis of student groups through the collaboration of On-Track educational partners, to analyze learning for all student groups and refine our systems to meet the academic and linguistic needs of all our students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

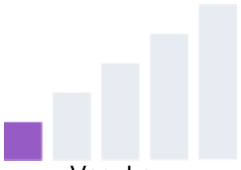
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
118.8 points below standard	129.0 points below standard	1 Student
754 Students	506 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
153.1 points below standard	120.9 points below standard	203.8 points below standard
53 Students	718 Students	144 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students			No Performance Level 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 121.1 points below standard 721 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 62.9 points below standard 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.5 points below standard 252 Students	102.8 points below standard 254 Students	115.2 points below standard 163 Students

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, CAASPP assessment were not administered during the 2019-2020 or 2020-2021 school years. .

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of Mathematics. 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 Mathematics. Further analysis will be added when the spring 2023 CAASPP scores are released.

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of Mathematics. 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 Mathematics.

As reported by the 2022 California Dashboard, all of our student groups scored in the "low or very low" average" in Math, primarily due to the learning impact during school closures in the 2020-21 Academic School year due to COVID-19. Distance Learning had a significant impact in our students linguistic and academic abilities. Through refined collaborative structures at Lopez Academy, centered on data analysis and lesson design, we strive to improve our first-tier instruction that supports the academic and linguistic development of all our student groups. The school principal is engaging in

analysis of student groups through the collaboration of On-Track educational partners, to analyze learning for all student groups and refine our systems to meet the academic and linguistic needs of all our students. Finally, through strong professional development with our district TOSA's and Manager of Mathematics, we will prepare our teachers to deliver strong academic instruction in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

68.8 making progress towards English language proficiency

Number of EL Students: 250 Students

Performance Level: 5

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.

2022 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
11.2%	20.0%	0.8%	68.0%

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) assessment was 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 for the 2022 California Dashboard, it is clear that our English Learners are making "very high" growth academic growth.

Overall, 58 students at Lopez Academy scored a 4 overall (highest level) on the 2022-23 ELPAC assessment. This represents nearly one-quarter of the total EL student population at Lopez. In 6th grade, 60% of English Learners scored a level 3 or 4 which was slightly above the state average (57%) and slightly below the district average of 61%. Among 7th grade English Learners, 62% of students scored a level 3 or 4. This percent was well above the state (59%) and district (64%) average. 8th Grade English Learners showed the most progress with 67% scoring levels 3 or 4 which was well above the state (61%) and district (62%) averages.

While we are encouraged to see growth in our ELPAC scores, we remain heavily focused on improving the student outcomes for English Learner students. There is a particular focus on reclassifying 8th grade students prior to leaving for high school. In the 2022-23 Academic School Year, Lopez Academy had the highest number of students that

reclassified with 97 students in the entire school district. The overall growth can be at least partially attributed to the schoolwide focus of “read, write, listen, speak, every period, every day.” This focus strives to increase student voice and writing within all classrooms. This literacy focus will continue for the 2023-24 school year. Professional development with AVID collaborative strategies and a school-wide focus in writing short responses using the RACE writing strategy will continue as our English Learners are making "Very High" growth as indicated in the California Dashboard and the 2021-22 and 2022-23 ELPAC assessments.

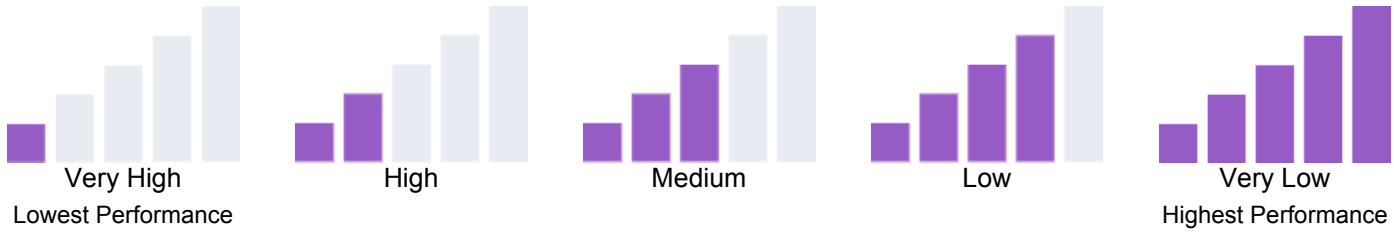
When an Emerging Bilingual is reclassified as fluent English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student 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 Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
31.3% Chronically Absent	29.5% Chronically Absent	Less than 11 Students
840 Students	312 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
40% Chronically Absent	32.2% Chronically Absent	43.9% Chronically Absent
65 Students	802 Students	173 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 8 Students			No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 31.5% Chronically Absent 801 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 25% Chronically Absent 20 Students

Conclusions based on this data:

The California school dashboard for 2022 reported that all subgroups reported for our school had a "Very High" chronic absenteeism rate. Historically, Lopez Academy has had a high rate of students who are chronically absent, usually failure to present doctor's notes when the students are absent or families not communicating to out school office when they are out of town or are ill. It is important to hold parent meetings for our parents to be aware of the attendance protocols for our school in order to maintain clear communication and follow the protocols when a student is absent.

In the 2022-23 Academic School Year, we have held several incentives to encourage students to earn perfect attendance each month. In addition, we have held incentives for class periods with zero tardies throughout the month. These two incentives have been very successful in promoting strong student daily attendance and an expectation to maximize instructional time. In addition, our Assistant Principals, Counselors, Outreach Specialist, and Attendance Technician work closely together to monitor students who are adding absences by conducting home visits, scheduling SART meetings, and providing resources to the families that need support in order for their children to attend school.

For the 2023-24 Academic School year, numerous parent meetings will be held to educate our Lopez community on the importance of attending school every day and the protocols on clearing an absence. We will reward students who are maintaining strong attendance throughout the school year and closely monitor students who are adding absences. In collaboration between our Attendance Tech and ORC, we will develop attendance monitoring plans for our students who are adding absences. Our goal is for Lopez Academy to be a safe-learning environment where students want to come every day!

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	3	0	0	0

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.

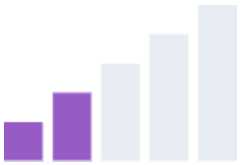
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
11.7% suspended at least one day	13.7% suspended at least one day	Less than 11 Students
873 Students	322 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	Very High
10.3% suspended at least one day	11.7% suspended at least one day	16.2% suspended at least one day
68 Students	826 Students	179 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 10 Students			No Performance Level Less than 11 Students 7 Students

Hispanic	Two or More Races	Pacific Islander	White
 High 12% suspended at least one day 830 Students	No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 5% suspended at least one day 20 Students

Conclusions based on this data:

Prior to analyzing the California Dashboard for 2022, it is important to analyze the data from 2018-2019 as this was the last reported for suspensions. 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.

It was is anticipated that Lopez Academy would have a decline in suspensions for the following school years, but as the 2022 California Dashboard reported, 11.7% of all students were suspended at least once last year. English Learners and Students with Disabilities had "very high" rate of suspensions, while Hispanic, Homeless, and Socioeconomically Disadvantaged had "high" rate. With reopening of schools after the global COVID pandemic, there was a high need for our students to receive counseling services and review behavioral expectations. Students were often suspended for engaging in physical altercations and being in possession or under the influence of a controlled substance. Monthly assemblies have been very effective to remind student of behavioral expectations and redirect negative patterns of behaviors, however, the best classroom management plan is to have strong lesson plans and sustained powerful relationships that nurture equity and success. We will add school-wide incentives to our school-wide behavioral plan to motivate students in positive activities instead of engaging in negative behaviors that get them suspended from school. School-wide events during nutrition and lunch time will be planned by our ASB and WEB student groups to make school a fun and dynamic place to attend and inspire kindness.

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 Mathematics

LEA/LCAP Goal

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

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

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	23% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA Assessment (preliminary June 2023). 26% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2023 CAASPP ELA Assessment (preliminary June 2023). 29% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP ELA	38% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 41% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment. 44% of Lopez Academy 8th Grade students will score "met or exceeded standards" on the 2023 CAASPP ELA assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Assessment (preliminary June 2023).	
CAASPP Math Assessment	13% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023). 18% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023). 13% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2022 CAASPP Math Assessment (preliminary June 2023).	28% of Lopez Academy 6th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 33% of Lopez Academy 7th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment. 28% of Lopez Academy 8th Grade students will score "met or exceeded standards" on the 2023 CAASPP Math assessment.
English Language Proficiency Assessment for California (ELPAC)	57% of Lopez Academy 6th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023). 61% of Lopez Academy 7th Grade English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023). 66% of Lopez Academy 8th Graders English Learners scored level 3 or 4 on the ELPAC Summative Assessment (preliminary June 2023).	72% of Lopez Academy 6th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 76% of Lopez Academy 7th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment 81% of Lopez Academy 8th grade English Learners will score level 3 or 4 on the ELPAC Summative Assessment
STAR 360 Reading Assessment	30% of 6th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Reading Assessment	Current 6th grade cohort will have at least 45% of students score Proficient (level 3 or 4) on the final administration of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	29% of 7th grade students scored Proficient (level 3 or 4) on the Spring administration of the STAR 360 Reading Assessment 24% of 8th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Reading Assessment	the 2023 STAR Reading Assessment Current 7th grade cohort will have at least 44% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Reading Assessment Current 8th grade cohort will have at least 39% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Reading Assessment
STAR 360 Math Assessment	12% of 6th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 19% of 7th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment 16% of 8th grade students scored Proficient (level 3 or 4) on the final administration of the STAR 360 Math Assessment	Current 6th grade cohort will have at least 27% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment Current 7th grade cohort will have at least 34% of students score "Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment Current 8th grade cohort will have at least 31% of students score Proficient (level 3 or 4) on the final administration of the 2023 STAR Math Assessment

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, and parent trainings.

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)
6,142.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra help
12,283.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra help
6,142.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra help

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 II 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)
6,756.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra help
6,142.00	LCFF

	1000-1999: Certificated Personnel Salaries Certificated Extra help

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)
11,330	Title I 2000-2999: Classified Personnel Salaries $9,504 (salary) $ 3,376 (classified benefits)
19,294	LCFF - Intervention 2000-2999: Classified Personnel Salaries $15,237 (salary), $5,412 (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 includes all three grades during the 2023-24 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)

2,000.00	LCFF 4000-4999: Books And Supplies New books for library
5,000.00	Title III 4000-4999: Books And Supplies New Books to support ELD/Excel students

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 staff members

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)
4,500.00	LCFF 5000-5999: Services And Other Operating Expenditures PD/Conferences/Virtual Trainings
500.00	Title I 5000-5999: Services And Other Operating Expenditures
2,785.00	Title III 5000-5999: Services And Other Operating Expenditures

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

Support the expansion of electives and clubs that support our school's academy focus of the arts and sciences.

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 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)	Source(s)
1,500	LCFF 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, Flocabulary

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)
15,000.00	Title III

	5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students
0.00	LCFF 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)
3,000	LCFF 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 subjects/PLC teams

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)
62,524.00	LCFF 4000-4999: Books And Supplies Materials to support all content areas/PLC teams
0	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
20,000.00	LCFF - Intervention 4000-4999: Books And Supplies Warehouse materials to support all content areas/PLC teams

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

Counselors provide academic support and updates to students and families, with additional focus on ELL, Foster, and homeless 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)
2334.00	Title I 1000-1999: Certificated Personnel Salaries Counselor salaries

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 and 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)	Source(s)
13529.00	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1066 (classified benefits) Clerical extra help
5412.00	Title I 2000-2999: Classified Personnel Salaries $400 (salary) $142 (classified benefits) Paraeducator Extra Help
0.00	Title III 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits) Library Extra Help
	LCFF 2000-2999: Classified Personnel Salaries $500 (salary) $51 (classified benefits) Clerical OT

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

Provide Technology/Computer programs to support individual student learning through programs including STAR 360, MyOn, Lexia, and ST Math as these programs play a key role in offering support and growth for students at their individual learning level. The district also provides the CANVAS platform for all staff and 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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn, Lexia, ST Math, Canvas

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

Continue 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)
2,500.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
	LCFF 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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Support teachers instructional growth through observation and feedback cycles on a regular basis. This will strengthen tier-one instruction.

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 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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue with AVID Professional development opportunities during staff meetings and SIP days to improve collaborative structures and strengthen first-tier instruction.

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 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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Leadership Team will meet to strengthen school-wide systems for instruction and improved students achievement.

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 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.

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

Strategy/Activity

Lopez Academy Library/Media Tech supporting students in the library

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)

	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Position

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.

District Provided Teachers on Special Assignment (TOSAs) to support staff and students throughout the district

Strategy/Activity

District provides tech and English Learner TOSAs to support teacher implementation of best practices in the area of technology and English Language Acquisition

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)
	District Funded 1000-1999: Certificated Personnel Salaries Tech/EL TOSAs

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.

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

Strategy/Activity

District provides board adopted curricular materials, textbooks, for all students and staff (including Dual Language Instructional Materials)

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)
	District Funded 4000-4999: Books And Supplies District Adopted Materials

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.

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

Strategy/Activity

District provides Math Manager and two Math Teachers on Special Assignment to support professional development opportunities for teachers and administrators in the area of math.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager Salary

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.

Approximately 30 6th grade students

Strategy/Activity

Project based learning will be supported by the Youth Cinema Project (YCP) which collaborates with teachers and students to create a short film/movie

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)
	District Funded

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.

30-40 Lopez Academy Students

Strategy/Activity

TRIO Program (college preparation program for middle school students) through California Lutheran University

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 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.

10-20 students annually

Strategy/Activity

Lopez Academy Opportunity Classroom

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)
	District Funded

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.

Specifically targeted for use with English Learner students

Strategy/Activity

Conference/Professional Development regarding best instructional practices for English Learner 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.

0	Title III

	5000-5999: Services And Other Operating Expenditures PD/Training
0	Title I 5000-5999: Services And Other Operating Expenditures PD/Training
3000.00	LCFF

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 school year was "All students will reach high academic standards in reading and mathematics." Additional analysis will be provided when the CAASPP scores from spring 2023 are published, but preliminary scores indicates academic growth in ELA and Math in all grade levels.

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

Student intervention will continue to take place before school, during school, and after school for students that are struggling to meet the state standards. During the 2022-23 school year, many student clubs were added to campus while fewer interventions took place. Funding for these clubs and interventions was primarily from the ELOP funds through our district office.

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.

This goal will be fully analyzed when the spring 2023 CAASPP official results are released, but preliminary 2023 CAASPP data is indicating academic growth in reading and math. In addition to CAASPP results, we will also examine the data from our end of year STAR 360 assessments for Math and Reading.

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	According to the 2022 California Dashboard, 11.7% of students were suspended at least once in the 2021-2022 School Year. 2023 California Dashboard has not been released yet, but local data indicates that less students are being suspended in 2022-23 school year.	Decrease suspension rate by 2% for the 2023-24 school year.
Panorama Social-Emotional Survey	42% of Panorama Respondents report a strong sense of belonging (Winter 2023 administration) 50% of Panorama Respondents report a strong teacher-student relationship (Winter 2023 administration)	57% of Panorama respondents will report a strong sense of belonging (Winter 2023 administration) 55% of Panorama respondents will report a strong teacher-student relationship (Winter 2023 administration)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	According to the 2022 California Dashboard, 31.3% of students were chronically absent in the 2021-2022 School Year. 2023 California Dashboard has not been released yet, but local data indicates that more students are chronically absent in the 2022-23.	The number of students with Chronic Absenteeism will decline by 4% for the 2023-24 school year.
Panorama Social-Emotional Survey	92% of students took the Panorama test during the spring 2022-23 school year.	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.

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 PBIS/STOIC and Restorative Justice model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice strategies

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)

	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.

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 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 schoolwide incentive materials (t-shirts, spirit wear, etc) to encourage and incentivize students to stay engaged academically and socially

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)
	LCFF 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

Provide 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)
0	LCFF 1000-1999: Certificated Personnel Salaries $2,500 (salary) $576 (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/Emergency Drills

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)
	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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide custodial overtime/extra hours to assist in maintaining a clean and welcoming campus environment for all 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)
1353.00	LCFF 2000-2999: Classified Personnel Salaries $500 (salary) $51 (classified benefits)

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for campus assistants to assist in providing students with a safe and welcoming campus environment.

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)
3787.00	LCFF 2000-2999: Classified Personnel Salaries $3,000 (salary) $1,066 (classified benefits)
1353.00	Title I 2000-2999: Classified Personnel Salaries

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides 2 full time counselors for Lopez Academy. Counselors support the academic and social-emotional learning of students. Counselors also facilitate the Panorama Survey 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)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries: see goal 1, strategy 11

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides Outreach Specialist (ORC) that collaborates with office staff, school staff, and families to provide support., including attendance monitoring, home visits, and coordinating the COST/SST Process.

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)
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary

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 meaningful, content linked fieldtrip transportation for 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)

3,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Funding for fieldtrip transportation

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue to offer ongoing professional development in the area of culturally relevant teaching practices/strategies for classified/certificated staff members.

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)
	No additional Cost if conducted by site/district

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, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Open a Wellness Center that will operate throughout the school day, especially nutrition and lunch, to support social-emotional growth.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 this plan addresses the social-emotional and health of our Lopez Academy students as reported by the 2022 California Dashboard and the Panorama Survey. In addition to attendance, suspension rates will be examined for the 2022-23 school year as reported by the 2022 California Dashboard. Furthermore, all Lopez students took the Panorama Survey at least three times during the 22-23 school year and the data shows the need to continue providing social-emotional supports to our students, especially those with a diagnosis of Emotional Disturbance, McKinney -Vento population, low socioeconomic, and Students with Disabilities. Multiple counseling referrals were conducted, but due to staffing limitations with our hiring agencies and Ventura County, these referrals took an average of 6-8 weeks to start services. Panorama data was used since the 2021 academic school year to identify areas of social emotional need for students, as well as identify specific students in need of individual supports.

Chronic Absenteeism has been a concern at Lopez Academy for a number of years, and 31.7% of our students were chronically absent in 2021-2022 school year, as reported by the 2022 California Dashboard. Due to the COVID 19 Pandemic, chronically absent rates were higher during the 2020-21 and 2021-22 school years than other years. With that said, our attendance team (ORC, Attendance Tech, counselors, administration) will continue to conduct home visit, hold on site SART meetings, and address unnecessary and unexcused absences throughout the 2022-23 school year to help maximize student attendance. Student incentives for academic and strong attendance.

These Lopez academy activities align with the newly adopted OSD student profile. The OSD student profile displays the traits and skills that students should demonstrate upon promoting from 8th grade in 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.

The 2022 California Dashboard reported that 31.7% of our students were chronically absent and 11.7% were suspended at least once during the 2021-2022 Academic School Year. 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.

Due to the pandemic, attendance rates were low during the 2020-21 school year. Out of school suspensions were very low, largely due to the fact that students were in the distance learning model for most of the 2020-21 school year. However, the 2022 California Dashboard reported that 31.7% of our students were chronically absent and 11.7% were suspended at least once during the 2021-2022 Academic School Year. Until the 2023 California Dashboard is released, the data on the last Dashboard will be used to determine the metrics for the 2023-24 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

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 approximately 90% for the fall 2022 in person conferences	Maintain or increase the percentage of parents participating in parent conferences for the fall 23-24 school year (virtual or in-person)
Average Attendance at ELAC	ELAC averaged 16 parents in attendance for the 2022-23 school year	ELAC will maintain or increase attendance to an average of at least 16 parents for the 2023-2024 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, Dia de los Muertos and 5 de Mayo festivals, Open House, ELAC, SSC, student conferences, and all other oportunities 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)	Source(s)
476.00	Title I 2000-2999: Classified Personnel Salaries $1,500 (salary), $533 (classified benefits) Verbal Translation
1353.00	Title III 2000-2999: Classified Personnel Salaries
677.00	LCFF 2000-2999: Classified Personnel Salaries

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)

	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)
	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 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)
	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)	Source(s)
	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)	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)	Source(s)
677.00	LCFF 2000-2999: Classified Personnel Salaries $1,000 (salary) $102 (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 parents/guardians

Strategy/Activity

Promote/encourage parent participation in the district wide Project 2 Inspire trainings.

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

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 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 and in person to involve as many parents as possible.

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)
	See Goal 1, Activity 11

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 parents/guardians

Strategy/Activity

Continue a 5 hour bilingual office assistant to assist with contacting parents, assisting with home visits, and helping foster effective communication between the school and Lopez Academy students/families.

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)
40,300.	Title I 2000-2999: Classified Personnel Salaries $27,650 (salary), $9,821 classified benefits
0	LCFF - Intervention 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 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, updating of student-parent compact., and multipole high school information nights. 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. It is important to note that all parent meetings were held virtually during the 2022-23 school year do to the successful parent participation through this platform during the COVID 19 Pandemic.

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, Dia de los Muertos evening festival, 5 de Mayo evening festival, as well as other parent and family training opportunities. We will also continue to help facilitate meetings to assist students and families transition from 8th grade to high school. 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 2022-2023 school year, but it is important to note that most activities were held virtually through zoom as this platform is highly successful to accommodate to the working schedules of our families. Additional OUHSD information and parent sessions were provided in the spring of 2023.

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	$98,741.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$264,649.00

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	Amount ($)
Title I	$74,603.00
Title III	$24,138.00

Subtotal of additional federal funds included for this school: $98,741.00

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

State or Local Programs	Amount ($)
LCFF	$114,331.00
LCFF - Intervention	$51,577.00

Subtotal of state or local funds included for this school: $165,908.00

Total of federal, state, and/or local funds for this school: $264,649.00

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
ELOP		
Title I	74,603.00	0.00
Title III	24,138.00	0.00
LCFF	114,331.00	0.00
LCFF - Intervention	51,577.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,331.00
LCFF - Intervention	51,577.00
Title I	74,603.00
Title III	24,138.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	12,284.00
2000-2999: Classified Personnel Salaries	LCFF	20,023.00
4000-4999: Books And Supplies	LCFF	64,524.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,500.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,283.00

2000-2999: Classified Personnel Salaries	LCFF - Intervention	19,294.00
4000-4999: Books And Supplies	LCFF - Intervention	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	15,232.00
2000-2999: Classified Personnel Salaries	Title I	58,871.00
5000-5999: Services And Other Operating Expenditures	Title I	500.00
2000-2999: Classified Personnel Salaries	Title III	1,353.00
4000-4999: Books And Supplies	Title III	5,000.00
5000-5999: Services And Other Operating Expenditures	Title III	2,785.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	211,673.00
Goal 2	9,493.00
Goal 3	43,483.00

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

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Mr. Genaro Magana	Principal
Eric Steiner	Classroom Teacher
Ariadna Vega	Classroom Teacher
Lauren Mendez	Classroom Teacher
Alberto Hannanel	Classroom Teacher
Angelica Arias	Other School Staff
Lorena Siquieros	Parent or Community Member
Bernardo Ramirez	Parent or Community Member
Miguel Zamora	Parent or Community Member
Araceli Alvarez	Parent or Community Member
Santos Alfaro	Parent or Community Member
Alyssa Ambriz	Secondary Student

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 6/5/2023.

Attested:

Principal, Mr. Genaro Magana on June 5, 2023
SSC Chairperson, Lauren Mendez on June 5, 2023

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 6/5/2023.

Attested:

Principal, Mr. Genaro Magana on June 5, 2023

SSC Chairperson, Lauren Mendez on June 5, 2023

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.

Educational Partner 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.

Educational Partner 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 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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