

# Dr. Manuel M. Lopez Academy of Arts and Sciences

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Dr. Manuel M. Lopez Academy of Arts and Sciences
<b>Street</b>	647 W. Hill Street
<b>City, State, Zip</b>	Oxnard, CA 93033
<b>Phone Number</b>	(805) 385-1545
<b>Principal</b>	Dr. Scott Carroll
<b>Email Address</b>	scarroll@oxnardsd.org
<b>School Website</b>	www.oxnardsd.org/lopezacademy
<b>County-District-School (CDS) Code</b>	56725386055305

## 2021-22 District Contact Information

<b>District Name</b>	Oxnard School District
<b>Phone Number</b>	(805) 385-1501
<b>Superintendent</b>	Dr. Karling Aguilera-Fort
<b>Email Address</b>	kaguilerafort@oxnardsd.org
<b>District Website Address</b>	<a href="http://www.oxnardsd.org">http://www.oxnardsd.org</a>

## 2021-22 School Overview

Dr. Manuel M. Lopez Academy of Arts and Sciences is a 6th-8th grade magnet school with a focus on Visual and Performing Arts and Environmental Science and is open to students interested in the arts from throughout the Oxnard School District through the district's open enrollment process. Lopez Academy maintains a learning environment that encourages high expectations for all students and has established an academic goal of increased achievement and continuous growth for all students in the areas of reading and math. The Accelerated Reader program is utilized school-wide to support academic gains.

It should be noted that a school name change officially took place on July 1, 2020 when Richard B. Haydock Academy officially became Dr. Manuel M. Lopez Academy. The name change initiative started during the 2018-2019 school year when a small group of students petitioned the OSD Governing Board for a name change. During the 2019-2020 school year, the OSD Governing Board approved the creation of a committee of students, parents, staff members, district administrators, and community members to identify potential new names for Haydock Academy. After several months of collaboration, the committee created a list of five potential names. A representative group of students then researched the potential names and voted to recommend the name Dr. Manuel M. Lopez Academy of Arts & Sciences to the OSD Governing Board. The OSD Governing Board unanimously approved the name change in the spring of 2020.

Lopez Academy promotes a safe, orderly, caring and supportive learning environment that prepares students for college and career success. Student well-being is fostered by positive relationships with other students and staff through focused community-building efforts. The CHAMPS program is utilized throughout the campus to support PBIS and school climate goals. Restorative Practices are regularly utilized in classrooms and across the school as appropriate. The Arts program at Lopez provides students with a variety of elective class offerings including band, guitar, fine arts, and mariachi. Lopez students have access to the Oxnard Scholars After School Program (ASP), which offers additional support for students throughout the year. The ASP provides academic assistance, enrichment activities, and a large variety of sports within a year-long program.

Lopez student Guidelines for Success spell the acronym "JAGS" and stand for:

Jaguars show respect and kindness

Are responsible and safe

Give their best

Seek a growth mindset

## 2021-22 School Overview

Vision Statement - Empowering, Inspiring, and Motivating Students to Become Creative and Productive Global Citizens.

Mission Statement - We provide a safe, healthy, positive, and respectful environment where creativity, critical thinking, and responsibility are fostered in all students.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	277
Grade 7	300
Grade 8	307
<b>Total Enrollment</b>	<b>884</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
Black or African American	0.8
Filipino	1.4
Hispanic or Latino	95
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.2
White	2.5
English Learners	32.7
Foster Youth	0.1
Homeless	8.7
Socioeconomically Disadvantaged	95.6
Students with Disabilities	17.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oxnard School District held a Public Hearing on October 6, 2021 to certify that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks and/or instructional materials, in core subjects, for use in the classroom and to take home. All textbooks used in the core curriculum are aligned to the Common Core State Standards and are selected from the State Board of Education's list of approved instructional materials.

**Year and month in which the data were collected** October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017 Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 2015	Yes	0
<b>Mathematics</b>	Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 2015	Yes	0
<b>Science</b>	McGraw-Hill, Inspire for grades 6-8, adopted 2020	Yes	0
<b>History-Social Science</b>	Cengage, National Geographic Learning for grades 6-8, adopted 2019	Yes	0

## School Facility Conditions and Planned Improvements

Lopez Academy, originally constructed in 1954, was fully renovated in 1998. During the 2003-04 school year, new portable classrooms were added which provided two additional science labs. The campus is currently comprised of 39 classrooms, three science labs, a library, three computer labs, a cafeteria/multipurpose room, a staff lounge, and an athletic field. The most recent inspections resulted in a "Good" to "Exemplary" rating in all areas.

**Year and month of the most recent FIT report** 8/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Bldg. # 14 Girls Restroom: Second sink doesn't work. Tile damaged. Bldg. 800 Stage: Damage on wall.

## School Facility Conditions and Planned Improvements

			<p>Room # 1007 Music Room: Stained ceiling tiles.</p> <p>Room # 1011: Broken ceiling tiles. Rotted eave above the door.</p> <p>Room # 1213 Girls Locker Room: Canned / recessed lighting in the restroom coming down. Broken ceiling tiles. Lights in shower area out.</p> <p>Room # 1601: Missing door sweep. Stained ceiling tiles</p> <p>Room # 1701: Ceiling tiles damaged.</p> <p>Room # 301: 1 ceiling tile is missing.</p> <p>Room # 405 SCIENCE LAB: Stained ceiling tiles.</p> <p>Room # 505: Stained ceiling tiles.</p> <p>Room # 602: Broken floor tile.</p> <p>Room # 604: Broken floor tiles. Damage to south wall.</p> <p>Room # 605: Missing blinds.</p> <p>Room # 701: Missing cove base throughout the room.</p> <p>Room # 702: Missing cove base throughout the room.</p> <p>Room # 704: Missing cove base throughout the room.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		<p>Room # 1211 Boys Locker Room: Office door key doesn't turn in the keyhole. Light in shower area out.</p> <p>Room # 1213 Girls Locker Room: Canned / recessed lighting in the restroom coming down. Broken ceiling tiles. Lights in shower area out.</p> <p>Room # 201: Missing blinds. Broken plate cover on south wall.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>Bldg. # 13 Boys Restroom: No water to north west urinal.</p> <p>Bldg. # 14 Girls Restroom: Second sink doesn't work. Tile damaged.</p> <p>Bldg. #14 Boys Restroom: 3 urinals backed up.</p> <p>Room # 802 Art Room: Cabinets need keys, they are all locked. Dryrot under sink. Sink is damaged. Workroom sink cabinet damaged.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		

## School Facility Conditions and Planned Improvements

<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Bldg. # 200 Multipurpose Room: Missing blinds Room # 1011: Broken ceiling tiles. Rotted eave above the door. Room # 1211 Boys Locker Room: Office door key doesn't turn in the keyhole. Light in shower area out. Room # 1601: Missing door sweep. Stained ceiling tiles Room # 1603: Missing blinds. Room # 1604: Missing blinds. Room # 201: Missing blinds. Broken plate cover on south wall. Room # 303: Front door hard to latch. Room # 304: Door catch won't close right. Room # 404: Key doesn't turn easily in key hole. Room # 503: Door latch not working right.</p>
--	---	--	--

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	879	NT	NT	NT	NT
Female	452	NT	NT	NT	NT
Male	427	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	835	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	266	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	132	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	843	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	172	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	879	NT	NT	NT	NT
Female	452	NT	NT	NT	NT
Male	427	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	835	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	266	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	132	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	843	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	172	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	877	808	92.13%	7.87%	20.07%
Female	450	421	93.56%	6.44%	24.00%
Male	427	387	90.63%	9.37%	15.93%
Asian	2	1	50.00%	50.00%	50.00%
Black or African American	4	4	100.00%		

<b>Filipino</b>	12	11	91.67%	8.33%	33.33%
<b>Hispanic or Latino</b>	833	770	92.44%	7.56%	19.57%
<b>English Learners</b>	266	244	91.73%	8.27%	1.88%
<b>Foster Youth</b>	1	1	100.00%		
<b>Homeless</b>	66	58	87.88%	12.12%	7.58%
<b>Military</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	13	13	100.00%		23.08%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
<b>All Students</b>	878	811	92.37%	7.63%	11.50%
<b>Female</b>	450	423	94.00%	6.00%	13.56%
<b>Male</b>	427	387	90.63%	9.37%	9.37%
<b>Asian</b>	2	2	100.00%		
<b>Black or African American</b>	4	4	100.00%		
<b>Filipino</b>	12	12	100.00%		58.33%
<b>Hispanic or Latino</b>	309	245	79.29%	20.71%	8.74%
<b>English Learners</b>	266	244	91.73%	8.27%	3.76%
<b>Foster Youth</b>	1	1	100.00%		
<b>Homeless</b>	66	59	89.39%	10.61%	4.55%
<b>Military</b>	-	-	-	-	-
<b>Students Receiving Migrant Education Services</b>	13	13	100.00%		23.08%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	305	NT	NT	NT	NT
<b>Female</b>	170	NT	NT	NT	NT
<b>Male</b>	135	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	290	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	76	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	46	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	296	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	56	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parental involvement is encouraged and valued at Lopez Academy and parents are provided a variety of opportunities to become more involved. Workshops and parent trainings, including Mother-Daughter classes and Project 2 Inspire classes are offered throughout the year. Parents are also encouraged to become active participants in the English Learner Advisory Committee (ELAC), School Site Council (SSC), and PTA. Information for participation in all committees is shared at Back to School Night and through site communications. Lopez Academy also provides all families with a weekly video update regarding school wide news and activities.

PTA provides parents an opportunity to participate in supporting school programs such as the PTA Reflections Art Competition, 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 works with the principal directly to approve and monitor the school plan, provides feedback on issues relevant to school governance, and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy. Please call (805) 385-1545 to reach out to any site administrator for information on becoming involved at Lopez Academy.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	899	895	171	19.1
Female	462	460	77	16.7
Male	437	435	94	21.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	8	7	1	14.3
Filipino	12	12	1	8.3
Hispanic or Latino	854	851	165	19.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	0	0.0
White	22	22	3	13.6
English Learners	295	293	56	19.1
Foster Youth	1	1	1	100.0
Homeless	90	89	23	25.8
Socioeconomically Disadvantaged	860	856	170	19.9
Students Receiving Migrant Education Services	11	11	1	9.1
Students with Disabilities	186	184	44	23.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	8.11	0.33	3.25	0.10	3.47	0.20
<b>Expulsions</b>	0.31	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.13	1.75	2.45
<b>Expulsions</b>	0.10	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.33	0.00
<b>Female</b>	0.22	0.00
<b>Male</b>	0.46	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.35	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.34	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.35	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.08	0.00



## 2021-22 School Safety Plan

Providing a safe and secure learning environment for students and staff is a primary concern at Dr. Manuel M. Lopez Academy of Arts and Sciences. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Training is provided to campus supervisors on strategies to maintain a positive and orderly campus environment. All visitors to Lopez Academy of Arts and Sciences must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among campus aides, teachers, school staff and administration.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which includes input from classified, certificated, and administrative staff members. The Safety Plan is updated annually and revisions and updates are reviewed with staff. Additional information is shared with staff regarding practice drills and safety issues that arise throughout the year. Key elements of the Safety Plan focus on supervision, disaster drills, and emergency procedures.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly and include fire drills, earthquake drills, and lockdown/evacuation drills.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	19	2
Mathematics	28		18	2
Science	28	1	18	1
Social Science	27	3	18	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	13	6
Mathematics	24	8	13	4
Science	27	4	11	7
Social Science	26	4	15	4

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	18	3
Mathematics	23	8	18	
Science	26	3	20	
Social Science	26	3	20	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	442

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,462.33	\$135.46	\$3,326.87	\$76,466.98
District	N/A	N/A	\$3,625.20	\$82,726
Percent Difference - School Site and District	N/A	N/A	-8.6	-7.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-86.9	-11.6

## 2020-21 Types of Services Funded

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,873	\$52,060
Mid-Range Teacher Salary	\$80,975	\$84,043
Highest Teacher Salary	\$103,934	\$107,043
Average Principal Salary (Elementary)	\$125,933	\$133,582
Average Principal Salary (Middle)	\$133,529	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$235,000	\$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

## Professional Development

The Oxnard School District is committed to providing professional development to all staff members in order to fully develop employee skill sets to improve instruction and enhance student outcomes.

Educators engage in professional development activities to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, addresses the current Common Core standards, social-emotional needs and is based on assessment and survey data. Professional development can include training in specific subject areas, general academics, instructional strategies, pedagogy, curricular materials, social behavior, technology and job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

District and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. Classified employees receive training based on the specific needs of their assignment.

In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district includes the number of days teachers were provided substitutes in order to attend professional development. For the 2020-2021 and 2021-2022 school years, substitutes were not provided due to staffing shortages and restrictions caused by the pandemic.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# Oxnard School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Oxnard School District
<b>Phone Number</b>	(805) 385-1501
<b>Superintendent</b>	Dr. Karling Aguilera-Fort
<b>Email Address</b>	kaguilerafort@oxnardsd.org
<b>District Website Address</b>	<a href="http://www.oxnardsd.org">http://www.oxnardsd.org</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10317	NT	NT	NT	NT
<b>Female</b>	5111	NT	NT	NT	NT
<b>Male</b>	5206	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	73	NT	NT	NT	NT
<b>Black or African American</b>	88	NT	NT	NT	NT
<b>Filipino</b>	133	NT	NT	NT	NT
<b>Hispanic or Latino</b>	9623	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	19	NT	NT	NT	NT
<b>Two or More Races</b>	66	NT	NT	NT	NT
<b>White</b>	306	NT	NT	NT	NT
<b>English Learners</b>	3965	NT	NT	NT	NT
<b>Foster Youth</b>	37	NT	NT	NT	NT
<b>Homeless</b>	1356	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	9436	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	157	NT	NT	NT	NT
<b>Students with Disabilities</b>	1733	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	10317	NT	NT	NT	NT
<b>Female</b>	5111	NT	NT	NT	NT
<b>Male</b>	5206	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	73	NT	NT	NT	NT
<b>Black or African American</b>	88	NT	NT	NT	NT
<b>Filipino</b>	133	NT	NT	NT	NT
<b>Hispanic or Latino</b>	9623	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	19	NT	NT	NT	NT
<b>Two or More Races</b>	66	NT	NT	NT	NT
<b>White</b>	306	NT	NT		NT
<b>English Learners</b>	3965	NT	NT	NT	NT
<b>Foster Youth</b>	37	NT	NT	NT	NT
<b>Homeless</b>	1356	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	9436	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	157	NT	NT	NT	NT
<b>Students with Disabilities</b>	1733	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.