

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Camarillo Heights STEM Academy
<b>Address</b>	35 Catalina Dr. Camarillo, CA 93010
<b>County-District-School (CDS) Code</b>	56725536055396
<b>Principal</b>	Amy Sachs
<b>District Name</b>	Pleasant Valley School District
<b>SPSA Revision Date</b>	xx
<b>Schoolsite Council (SSC) Approval Date</b>	12-11-2023
<b>Local Board Approval Date</b>	1-18-2024

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## SCHOOL VISION AND MISSION

**MISSION:** Camarillo Heights STEM Academy prepares students to be leaders who thrive academically, socially, and emotionally.

**VISION:** All Learn, All Lead, All Belong

**PLEASANT VALLEY SCHOOL DISTRICT Mission Statement:**

The Pleasant Valley School District prepares 21st century learners who are responsible members of our global society.

**PLEASANT VALLEY SCHOOL DISTRICT Vision Statement:**

Excellence for all

## School Profile

Camarillo Heights STEM Academy is a TK-5 school located at 35 Catalina Drive in Camarillo. The school houses the district's visually structured program and fully-online Digital Learning Academy. Camarillo Heights is a STEM magnet school which emphasizes learning by doing. All Camarillo Heights students will gain hands-on exposure to STEM content through rich lab experiences. The enrollment at Camarillo Heights is 365 students. Camarillo Heights has a diverse student body, comprised of the following: 46% White, 34% Latino, 3% African American, 6% Asian/Pacific Islander and 3% Filipino. Approximately 21% of the students are socioeconomically disadvantaged.

Camarillo Heights STEM Academy prides itself on providing a robust social emotional curriculum to all students in TK-5th grade. These lessons include learning to become proactive problem solvers, how to set SMART goals, create action plans, and track their own learning towards essential standards. Additionally, the program teaches students how to work collaboratively, create solutions with peers, and how to synergize to achieve goals as a team. Students are afforded various leadership opportunities through the school's News Crew and Student Leadership Program.

Part of the academic focus at CHSA is on hands-on learning, and opportunities for students to think critically, communicate, collaborate, and use creativity. Students have access to a Makerspace to explore physical sciences and engineering practices. Students have access to a variety of technology including Chromebooks and iPads. Staff collaboratively review data at Professional Learning Community (PLC) meetings focused on the four essential questions to make instructional decisions and share best practices. The four essential questions are: What do we want our students to know and be able to do? How will we know they have learned it? What will we do when they have not learned it? What will we do when they have learned it?

## 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

During staff meetings and PLCs, teachers collaborated to discuss data from academic assessments to prioritize goals in alignment with the district LCAP goals. The site leadership committee met to set goals, and PTC meetings were utilized to gain input from the parent community. The School Site Council reviewed data, provided input, and reviewed the SPSA. The school accessed the support of District personnel to align SPSA goals, expenditures, and data collection metrics with those of the District to ensure consistency.

# 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	0.3%	0%	0%	1	0	0
African American	2.7%	2.87%	2.74%	8	12	10
Asian	3.6%	5.98%	4.11%	11	25	15
Filipino	2.7%	2.87%	3.01%	8	12	11
Hispanic/Latino	35.1%	33.01%	34.25%	106	138	125
Pacific Islander	0.7%	1.20%	1.37%	2	5	5
White	49.0%	44.98%	46.3%	148	188	169
Multiple/No Response	6.0%	9.09%	8.22%	18	38	30
	<b>Total Enrollment</b>			302	418	365

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	87	66
Grade 1	40	78	63
Grade 2	54	64	64
Grade 3	40	72	59
Grade 4	45	61	61
Grade 5	55	56	52
<b>Total Enrollment</b>	302	418	365

### Conclusions based on this data:

1. The overall demographics remain similar.
2. The overall enrollment is in decline.
3. Kindergarten and grade 1 experienced the most decline in enrollment.

# 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	15	27	22	5.00%	6.5%	6.0%
Fluent English Proficient (FEP)	5	14	4	1.70%	3.3%	1.1%
Reclassified Fluent English Proficient (RFEP)	3	1	2	1.0%		9%

### Conclusions based on this data:

1. Our EL enrollment showed a minimal decline of 0.5%, and remains relatively low. Students are supported through designated and embedded supports in classrooms (Tier 1) and Tier 2 supports in Math and Language Arts.
2. There was a decrease in the the percentage of students reclassified to Fluent English Proficient.
3. There was a decrease in the percentage of students initially classified as Fluent English Proficient.

# 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 3	40	70	57	31	70	57	31	70	56	77.5	100.0	100.0
Grade 4	43	63	62	42	62	60	42	62	60	97.7	98.4	96.8
Grade 5	56	50	47	46	50	46	45	50	46	82.1	100.0	97.9
All Grades	139	183	166	119	182	163	118	182	162	85.6	99.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 3	2418.	2443.	2436.	12.90	37.14	25.00	29.03	20.00	30.36	35.48	18.57	21.43	22.58	24.29	23.21
Grade 4	2467.	2463.	2482.	16.67	22.58	30.00	30.95	19.35	31.67	28.57	29.03	15.00	23.81	29.03	23.33
Grade 5	2496.	2501.	2521.	17.78	22.00	21.74	28.89	32.00	36.96	22.22	22.00	26.09	31.11	24.00	15.22
All Grades	N/A	N/A	N/A	16.10	28.02	25.93	29.66	23.08	32.72	27.97	23.08	20.37	26.27	25.82	20.99

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 3	16.67	25.71	25.00	66.67	52.86	69.64	16.67	21.43	5.36	
Grade 4	16.67	9.68	26.67	76.19	79.03	56.67	7.14	11.29	16.67	
Grade 5	20.00	24.49	23.91	66.67	59.18	65.22	13.33	16.33	10.87	
All Grades	17.95	19.89	25.31	70.09	63.54	63.58	11.97	16.57	11.11	

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 3	12.90	20.00	16.07	54.84	55.71	60.71	32.26	24.29	23.21
Grade 4	4.76	14.52	11.67	76.19	54.84	70.00	19.05	30.65	18.33
Grade 5	22.22	24.49	21.74	48.89	57.14	63.04	28.89	18.37	15.22
All Grades	13.56	19.34	16.05	60.17	55.80	64.81	26.27	24.86	19.14

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 3	6.67	17.14	14.29	80.00	71.43	67.86	13.33	11.43	17.86
Grade 4	14.29	6.45	16.67	66.67	77.42	65.00	19.05	16.13	18.33
Grade 5	6.67	16.33	17.39	88.89	69.39	71.74	4.44	14.29	10.87
All Grades	9.40	13.26	16.05	78.63	72.93	67.90	11.97	13.81	16.05

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 3	9.68	21.43	19.64	80.65	61.43	66.07	9.68	17.14	14.29
Grade 4	26.19	22.58	18.33	57.14	61.29	56.67	16.67	16.13	25.00
Grade 5	22.22	14.00	19.57	55.56	66.00	71.74	22.22	20.00	8.70
All Grades	20.34	19.78	19.14	62.71	62.64	64.20	16.95	17.58	16.67

**Conclusions based on this data:**

1. The data indicates that 4th and 5th graders demonstrated overall gains in ELA achievement, with 4th grade producing a 20% gain from the previous year of testing. 5th grade showed a more modest increase of 4% overall. A slight decrease was noted among 3rd grade, with a 2% decrease from the previous year. Writing and Research/Inquiry are the subcategories with the lowest proficiency.
2. Grade levels will analyze use of instructional strategies to provide students with a cohesively articulated literacy approach including:
  - \*Data meetings with the Principal and grade level teams
  - \*Small group reading instruction
  - \*Close reading strategies
  - \*Focus on Depth of Knowledge (DOK) levels
  - \*WIN (What I Need) time to provide structured intervention or enrichment cycles based on individual student need
  - \*PLC training for all staff, weekly PLC time given to focus on key standards, developing common assessments, and review data
  - \*Continued Implementation of specific curriculum for reading intervention
  - \*Literacy Content Specialist small group student sessions, as well as support to classroom teachers
  - \*Use of Fastbridge, IXL, and IABs throughout the year to monitor academic progress and target support
  - \*I can statements for clear learning objectives
  - \*New teachers supported through ongoing professional development and mentoring
3. When analyzing across semi cohorts, 22-23 4th graders demonstrated a 4% gain from their overall performance as 21-22 3rd graders. With greater gains, 22-23 5th graders demonstrated a 17% gain from their overall performance as 21-22 4th graders.

# 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 3	40	70	57	33	70	57	33	70	57	82.5	100.0	100.0
Grade 4	43	63	62	42	62	60	42	62	60	97.7	98.4	96.8
Grade 5	56	50	47	48	49	46	48	49	46	85.7	98.0	97.9
All Grades	139	183	166	123	181	163	123	181	163	88.5	98.9	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 3	2444.	2430.	2453.	18.18	21.43	31.58	42.42	28.57	31.58	24.24	28.57	15.79	15.15	21.43	21.05
Grade 4	2483.	2493.	2489.	23.81	20.97	25.00	23.81	33.87	30.00	38.10	32.26	28.33	14.29	12.90	16.67
Grade 5	2509.	2511.	2521.	10.42	22.45	21.74	35.42	18.37	32.61	33.33	38.78	28.26	20.83	20.41	17.39
All Grades	N/A	N/A	N/A	17.07	21.55	26.38	33.33	27.62	31.29	32.52	32.60	23.93	17.07	18.23	18.40

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 3	18.18	22.86	36.84	66.67	52.86	45.61	15.15	24.29	17.54	
Grade 4	28.57	29.03	30.00	47.62	58.06	53.33	23.81	12.90	16.67	
Grade 5	12.50	22.45	26.09	66.67	59.18	58.70	20.83	18.37	15.22	
All Grades	19.51	24.86	31.29	60.16	56.35	52.15	20.33	18.78	16.56	

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 3	24.24	31.43	26.32	69.70	45.71	52.63	6.06	22.86	21.05
Grade 4	23.81	27.42	26.67	64.29	56.45	51.67	11.90	16.13	21.67
Grade 5	16.67	20.41	23.91	64.58	55.10	58.70	18.75	24.49	17.39
All Grades	21.14	27.07	25.77	65.85	51.93	53.99	13.01	20.99	20.25



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 3	24.24	27.14	36.84	66.67	58.57	52.63	9.09	14.29	10.53
Grade 4	23.81	20.97	28.33	57.14	59.68	50.00	19.05	19.35	21.67
Grade 5	10.42	26.53	15.22	68.75	51.02	69.57	20.83	22.45	15.22
All Grades	18.70	24.86	27.61	64.23	56.91	56.44	17.07	18.23	15.95

**Conclusions based on this data:**

- Overall, the data indicates that all 3rd, 4th, and 5th- grade students demonstrated gains in math. Third grade students demonstrated 13% growth in students at or above standard while 5th grade demonstrated 14% growth. Fourth grade growth was minimal at 1%.
- Data meetings with Principal and grade level teams  
Formative assessment PD for all teachers  
Math PD for all teachers  
Use of FastBridge as a universal screening tool, and to monitor progress  
IABs given each trimester for more frequent data that aligns to state testing expectations  
Math tutoring and homework support for students 4th and 5th grade.  
PLC training and designated PLC meetings to target key concepts, DOK level, share best practices and develop common assessments  
Small group instruction in Tier 1  
Teachers will continue to refine math application with modeling from the district math support coach, particularly using real-world learning opportunities and integration with STEM practices.
- When analyzing semi cohorts, 4th graders during the 21-22 school year demonstrated no change in performance as 5th graders during the 22-23 school year, with a steady 54% students scoring at or above standard. Third graders during the 21-22 school year demonstrated 5% growth as 4th graders during the 22-23 school year.

# 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
K	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	*	8	4
2	*	*	*	*	*	*	*	*	*	4	4	6
3	*	*	*	*	*	*	*	*	*	*	6	5
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										15	25	25

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	24.00	16.00	40.00	28.00	32.00	26.67	28.00	36.00	13.33	20.00	16.00	15	25	25

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	44.00	32.00	20.00	28.00	28.00	26.67	12.00	24.00	13.33	16.00	16.00	15	25	25

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.67	44.00	32.00	33.33	32.00	40.00	20.00	24.00	28.00	15	25	25

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.67	40.00	40.00	53.33	40.00	44.00	20.00	20.00	16.00	15	25	25

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	20.00	4.00	46.67	32.00	40.00	33.33	48.00	56.00	15	25	25

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.33	32.00	12.00	66.67	48.00	64.00	20.00	20.00	24.00	15	25	25

**Conclusions based on this data:**

1. The number of EL students at CHSA is not high enough to produce data in this category. Students are supported through classroom integrated and designated instruction. There was no change in the number of EL students.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>365</b>	<b>28.2</b>	<b>6</b>	<b>0.3</b>
Total Number of Students enrolled in Camarillo Heights STEM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	6
Foster Youth	1	0.3
Homeless	11	3
Socioeconomically Disadvantaged	103	28.2
Students with Disabilities	65	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7
Asian	15	4.1
Filipino	11	3
Hispanic	125	34.2
Two or More Races	30	8.2
Pacific Islander	5	1.4
White	169	46.3

### Conclusions based on this data:

1. Our school demographics indicate a relatively stable population of socioeconomically disadvantaged students, with a growing population of students with disabilities.

2. There was a decrease in enrollment in comparison to the previous year, and this was due to a decline in enrollment in the Digital Learning Academy.
3. Our English learner population has had minimal growth from the previous year, and remains low overall.

# School and Student Performance Data

## Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. The academic performance report indicates a performance level of high for both language arts and math which is an improvement from the previous year.
2. Chronic absenteeism is high, indicating a need to create proactive strategies to improve attendance.

3. Suspension rates have increased since the previous year.



# School and Student Performance Data

## Academic Performance English Language Arts

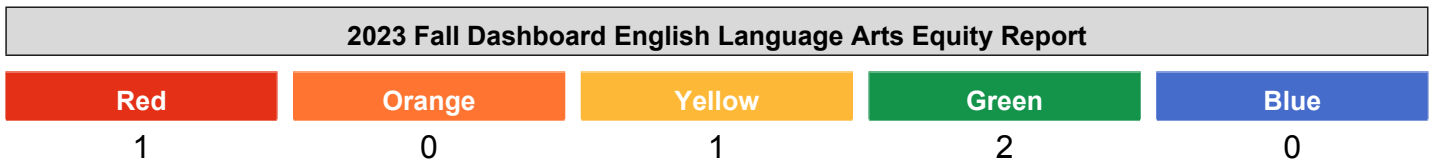
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 9.9 points above standard Increased +7.8 points 161 Students	<b>English Learners</b> 95.5 points below standard Decreased Significantly -64.6 points 12 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 8.4 points below standard Increased Significantly +23.1 points 50 Students	<b>Students with Disabilities</b>  Red 87 points below standard Decreased Significantly -19.1 points 31 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5 points above standard Increased Significantly +32.3 points 58 Students	44.8 points above standard Increased Significantly +27.9 points 12 Students	Less than 11 Students  4 Students	 Green 16.9 points above standard Decreased -11.4 points 71 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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
95.5 points below standard 12 Students	0 Students	17.9 points above standard Increased +14.9 points 146 Students

**Conclusions based on this data:**

- The dashboard indicates overall improvement in language arts, with an overall performance of high.
- The dashboard indicates that the performance level of our socioeconomically disadvantaged students is medium, while Hispanic and White students score high. Students with disabilities score in the very low category.
- There is a need for improvement in strategies and actions to improve the academic outcome for identified students, and maintain positive growth for students overall.

# School and Student Performance Data

## Academic Performance Mathematics

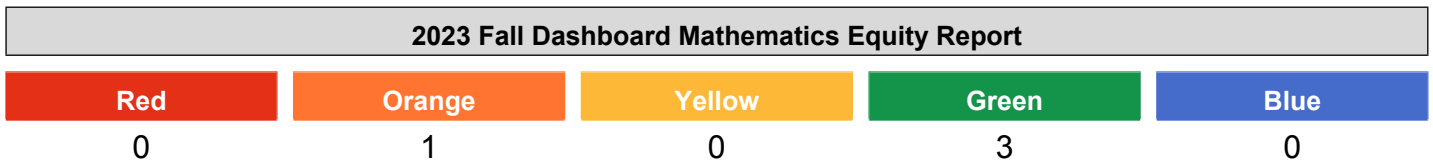
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 7.4 points above standard Increased +8.9 points 161 Students	<b>English Learners</b> 49.4 points below standard Decreased Significantly -22.8 points 12 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Green 12.9 points below standard Increased +12.4 points 50 Students	<b>Students with Disabilities</b>  Orange 84.9 points below standard Decreased Significantly -19.3 points 31 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.1 points below standard Increased +10.6 points  58 Students	31.9 points above standard Increased Significantly +18.6 points  12 Students	Less than 11 Students  4 Students	 Green 33.1 points above standard Increased +13.8 points  71 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.4 points below standard  12 Students	0 Students	11.8 points above standard Increased +12.5 points  146 Students

#### Conclusions based on this data:

1. The dashboard indicates there is positive growth in overall improvement in math, with an overall performance of high.
2. The dashboard indicates that the performance level of our socioeconomically disadvantaged students, Hispanic students, and White students is high, while students with disabilities score low.
3. There is a need for improvement in strategies and actions to improve the academic outcome for identified student groups, and maintain positive performance overall.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	
52.2 points above standard making progress towards English language proficiency	
Number of EL Students: 23 Students Performance Level: No Performance Level	

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.

2023 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
3	8	1	11

### Conclusions based on this data:

1. Over half of English Learners are making progress toward English language proficiency.
2. When analyzing English learner progress, it is noted that almost half of EL students progressed at least one ELPI level.
3. There has been a decline in students who have decreased at least one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

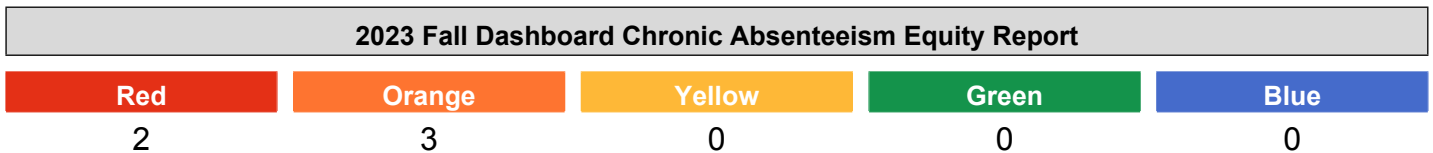
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>17.7% Chronically Absent</p> <p>Increased 1.2</p> <p>379 Students</p>	<p><b>English Learners</b></p> <p>18.5% Chronically Absent</p> <p>Increased 11.4</p> <p>27 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>28.6% Chronically Absent</p> <p>0</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>27.1% Chronically Absent</p> <p>Maintained 0.1</p> <p>118 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>21.6% Chronically Absent</p> <p>Declined -10.9</p> <p>74 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	 No Performance Color 0 Students	11.1% Chronically Absent  Increased 7.3  18 Students	15.4% Chronically Absent  Increased 7.7  13 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 22.7% Chronically Absent  Maintained 0.1  132 Students	 Orange 9.7% Chronically Absent  Increased 1.1  31 Students	Less than 11 Students  5 Students	 Orange 17.1% Chronically Absent  Increased 1.4  170 Students

**Conclusions based on this data:**

1. Chronic absenteeism is high overall and has increased from the previous year.
2. Chronic absenteeism is very high with our Hispanic and socioeconomically disadvantaged students, while students with disabilities, White students, and students of two or more races is high.
3. There is a high need to communicate the importance of attendance to families. There will need to be actions and incentives in place to increase attendance overall.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

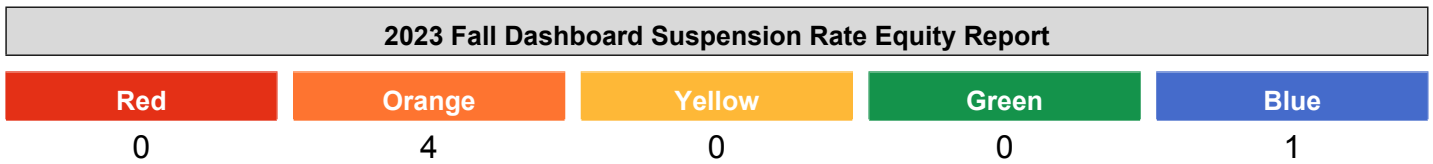
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This section provides number of student groups in each level.







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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.8% suspended at least one day Increased 1.6 392 Students	<b>English Learners</b> 0% suspended at least one day Maintained 0 27 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 0% suspended at least one day 16 Students	<b>Socioeconomically Disadvantaged</b>  Orange 3.3% suspended at least one day Increased 3.3 123 Students	<b>Students with Disabilities</b>  Orange 3.8% suspended at least one day Increased 2.6 79 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 18 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 14 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p align="center">2.9% suspended at least one day</p> <p align="center">Increased 2.9 136 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 31 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Orange</p> <p align="center">1.7% suspended at least one day</p> <p align="center">Increased 1.7 178 Students</p>

**Conclusions based on this data:**

1. Due to a focus on restorative practices and alternatives to suspension, suspension continues to be used only when a severe incident occurs. The total number of students suspended has increased.
2. When analyzing our student groups, it is noted that Hispanic, White, socioeconomically disadvantaged, and students with disabilities student groups are in the high category.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Student achievement

### Goal Statement

Camarillo Heights STEM Academy students will demonstrate improvement in ELA and math proficiency as measured by the percentage of students who meet or exceed grade level standards.

### LCAP Goal

Ensure increased student achievement through high expectations for all.

### Basis for this Goal

This goal is based on the district strategic plan to increase performance in Math and English Language Arts.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP- English Language Arts	22-23 CAASPP: Overall, 58.65% of students meet or exceed ELA standards.	Increased performance score on CAASPP ELA: This will be accomplished by increasing the percentage of students scoring at or above grade level.
FastBridge- English Language Arts	Fall 2023: Overall, 73% of students meet or exceed grade level ELA standards	Increased performance score on FastBridge: This will be accomplished by targeting and decreasing the number of students in the risk categories by Spring 2024.
CAASPP- Math	22-23 CAASPP: Overall, 57.67% of students meet or exceed Math standards.	Increased performance score on CAASPP Math: This will be accomplished by increasing the percentage of students scoring at or above grade level.
FastBridge- Math	Fall 2023: Overall, 86% of students meet or exceed grade level Math standards.	Increased performance score on FastBridge: This will be accomplished by targeting and decreasing the number of students in the risk categories by Spring 2024.

### Planned Strategies/Activities

#### Strategy/Activity 1

After School Academic Support

## Students to be Served by this Strategy/Activity

Identified 4th and 5th grade students

## Timeline

8/2023- 6/2024

## Person(s) Responsible

Teachers and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1924
<b>Source</b>	P112 Tutoring
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After-school tutoring will be provided to students through a credentialed teacher. Support will be given to increase access and mastery of grade-level standards. After-school tutoring classes will be offered one day per week for grades 4-5 in small group cohorts. Lessons will be delivered in person. After-school tutoring will focus on single essential, targeted standards with an in-depth approach. Students end-of-trimester grades will be used to indicate the effectiveness of participating in tutoring.
<b>Amount</b>	556
<b>Source</b>	P112 Tutoring
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for the Certificated Personnel tutoring hours.

## Strategy/Activity 2

Campus will engage in data rich conversations during data meetings and PLCs.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

Teachers and Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Data meetings will be conducted with administration twice yearly to gauge learning and improve instruction. Weekly PLCs will be held for analysis of classroom assessments to

identify students who are demonstrating grade-level skills at or above grade level, as well as those identified at-risk. This is a centralized district support so costs are absorbed at the district level.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Connectedness

### Goal Statement

Implement initiatives and strategies that promote positive attendance as evidenced by a decrease in chronic absenteeism and increase in average daily attendance.

### LCAP Goal

Provide a Healthful Environment Where All Students Feel Welcome, Safe, and Connected

### Basis for this Goal

Research demonstrates that students who regularly attend school feel more connected to school, have decreased incidents of behavior, and have better learning outcomes.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Reported Connectedness Data	Annual CHSA California Healthy Kids Survey results that measure student connectedness among 5th grade students indicate the majority of students feel connected to school.	Maintain a majority of students in grade 5 reporting a strong sense of belonging, safety, and connectedness with their peers, teachers, and staff.
Average Daily Attendance	Fall 2023 data demonstrates an average daily attendance of 93.83%.	Implementing programs, incentives, and supports that lead to an overall increase in the average daily attendance.
Chronic Absenteeism Rate	Fall 2023 data demonstrates a chronic absenteeism rate of 17.7%.	Implementing programs, incentives, and supports that lead to an overall decrease in chronic absenteeism.

### Planned Strategies/Activities

#### Strategy/Activity 1

Implementation of schoolwide connectedness activities through clubs and student leadership incentives.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/2023-6/2024

## Person(s) Responsible

Admin and Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2825
<b>Source</b>	P203 Connectedness
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher release time and/or stipends to facilitate student clubs and enrichment opportunities to support connectedness goals and incentives.
<b>Amount</b>	634
<b>Source</b>	P203 Connectedness
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for teacher salaries.

## Strategy/Activity 2

Programs and materials to support student connectedness through recognition and incentive programs

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

Staff and Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3184
<b>Source</b>	P203 Connectedness
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Procure leadership awards, tickets, club programs, materials and incentives that recognize student leadership. Playground equipment will be used to support peer relationships, team building, and problem-solving skills when working with others in the structured outdoor environment. Running club and other programs will support connectedness with the overall student and staff population. This will allow students to practice their leadership and social skills when interacting with others.

## Strategy/Activity 3

Provide materials that support Makerspace and student connectedness.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

Staff and Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	P206 Makerspace Supplies
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Procure Makerspace supplies needed for lessons and activities for Makerspace Club. Our Makerspace aide will deliver lessons to all students during designated grade-level Makerspace Club time throughout the school year.

## Strategy/Activity 4

Implementation of schoolwide connectedness activities that support attendance intervention

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

Staff and administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	000
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Procure materials and incentives that recognize positive student attendance, including school attendance information signs. No costs associated as this is a centralized district support.

## Strategy/Activity 5

Implementation of Social Emotional Curriculum

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/2023-6/2024

## Person(s) Responsible

Counselor, Staff, and Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	School counselor and teachers will continue to implement and deliver lessons from our Second-Step social-emotional curriculum. In addition, they will monitor FastBridge SAEBRS data to determine the social-emotional support and needs of students.

### Strategy/Activity 6

Peer Buddies

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/2023-6/2024

### Person(s) Responsible

Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	000
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	3rd-5th-grade teachers team with a primary-grade teachers to form a little buddies mentorship where students engage in community building activities.

### Strategy/Activity 7

Field Trips

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/2023-6/2024

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5669
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<b>Source</b>	P203 Connectedness
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Field Trips provided to promote student engagement and connectedness with peers and staff while supporting student learning.

### Strategy/Activity 8

District social worker

### Students to be Served by this Strategy/Activity

Tiered intervention for identified students with ongoing attendance challenges

### Timeline

8/2023-6/2024

### Person(s) Responsible

Administration, counselor

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	000
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Social worker will support the families of students who have been identified as having problematic attendance. This tiered support will address barriers to attendance and includes linking parents to district and community resources. Associated costs are centralized by the district, with no costs to the site.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Communication

### Goal Statement

Consistent and regular two-way communication with our internal and external educational partners

### LCAP Goal

Engage in Open, Meaningful, and Continuous Communication With All Educational Partners

### Basis for this Goal

Studies indicate that parent/family member involvement in student learning is a critical element to student learning outcomes.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Square email and newsletter tracking reports.	New communication tool of Parent Square implemented in Fall 2023. Weekly updates newsletter sent once per week, with varying additional updates.  November 2023- Based on analytics, an average of 60% of recipients read the weekly updates newsletter.	Increase the number of families receiving and interacting with the weekly messages to ensure open communication and connectedness to our school community as measured in Parent Square and newsletter application.
Social Media views and followers.	Fall 2023- 469 followers on Facebook	Increase the number of followers and participation on social media.
Parent reported communication and connectedness data	2023 LCAP site survey results indicate that 97% of parent/family respondents feel welcome at the school, and 95% agree that communication from the school is transparent, understandable, and ongoing. Additionally, 84% agree there are opportunities to participate and provide input at the school or district level.	Maintain strong indicators that parental involvement is promoted, school communication is ongoing and transparent, and opportunities are provided to participate and provide input.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide weekly emails with updates on school activities and weekly reminders for parents, students, and staff.

**Students to be Served by this Strategy/Activity**

All members of the Camarillo Heights school community

**Timeline**

8/2023-6/2024

**Person(s) Responsible**

Administration, office staff, parent groups

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Administrator will send weekly emails to families, staff, and students with updated weekly information, resources, and events that pertain to the week ahead. Important information will also be disseminated on Camarillo Height STEM Academy social media outlets.

**Strategy/Activity 2**

Camarillo Heights will create opportunities for parent engagement and input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.

**Students to be Served by this Strategy/Activity**

All students, staff, and families

**Timeline**

8/2023-6/2024

**Person(s) Responsible**

Administration, teachers, parents, student leadership and club representatives

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide opportunities for two-way communication and input opportunities in the decision making and branding of Camarillo Heights STEM Academy.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1

Camarillo Heights STEM Academy staff will use multiple sources of data to guide the improvement of Math and English Language Arts proficiency levels for all students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP- Math	Increased performance score on CAASPP math: This will be accomplished by increasing the percentage of students scoring at or above grade level.	Overall, the 22-23 CAASPP data indicates that 57.67% of students met or exceeded grade level standards in math. This is a gain from 21-22 scores of 49.17%. Third grade students had a gain of approximately 13% from the previous year, while fifth grade had a gain of 14%. Fourth grade had a minimal gain of 1%.
FastBridge- Math	Increased performance score on FastBridge: This will be accomplished by targeting and decreasing the number of students in the risk categories by Spring 2023.	There was an overall increase of 2% of at risk students from Fall 2022 to Spring 2023. The most notable increase was for 2nd and 4th graders, with both groups demonstrating a 4% increase.
FastBridge- Reading	Increased performance score on FastBridge: This will be accomplished by targeting and decreasing the number of students in the risk categories by Spring 2023.	There was an overall decrease of 3% of at risk students from Fall 2022 to Spring 2023, however there was a wide variance of scores between grade levels. Second grade students had the most notable decrease at 16%, while 3rd grade students had an increase of 6%.
CAASPP -English Language Arts	Increased performance score on CAASPP English Language Arts: This will be accomplished by increasing the percentage of students scoring at or above grade level.	Overall, the 22-23 CAASPP data indicates that 58.65% of students met or exceeded grade level standards in ELA. This is a gain from 21-22 scores of 51.1%. Fourth grade students had a significant gain of approximately 20% from the previous year, while fifth grade had a gain of 4%. Third grade had a decline of 2%.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
After School Academic Support	After-school tutoring was provided one day weekly to students through a credentialed teacher. Support was given to	After-school tutoring will be provided to students through a credentialed teacher. Support will be given to increase access	Personnel salaries for after school academic support 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	increase access and mastery of grade-level standards. After-school tutoring classes were offered one day per week for grades 4-5. Lessons were delivered in person with the ability to be delivered virtually.	and mastery of grade-level standards. After-school tutoring classes will be offered two days per week for grades 4-5 in small group cohorts. Lessons will be delivered in person with the ability to be delivered virtually. After-school tutoring will focus on single essential, targeted standards with an in-depth approach. Students end-of-trimester grades will be used to indicate the effectiveness of participating in tutoring. 1000-1999: Certificated Personnel Salaries P102-Tutoring 2633	Salaries P112 Tutoring 2915
		Benefits for the Certificated Personnel tutoring hours. 3000-3999: Employee Benefits P102-Tutoring 595	Benefits for the Certificated Personnel tutoring hours. 3000-3999: Employee Benefits P112 Tutoring 653
Campus will engage in data rich conversations during staff meetings and PLCs.	Teachers met weekly with their grade level PLCs. They looked at standardized and non-standardized assessment data to monitor student growth, and develop plans of action to address identified skill deficits.	Staff will use PLCs for analysis of classroom assessments to identify students who are demonstrating grade-level skills at or above grade level, as well as those identified at-risk. None Specified None Specified 0	None Specified None Specified 0

## Analysis

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

After school tutoring was provided one day per week for approximately 12-20 students per session series. Lessons included the practice of prerequisite skills to further access the current curriculum as well as reteaching current skills taught in the classroom. The campus engaged in data rich conversations during weekly PLCs and staff meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teacher PLCs were effective in analyzing student data to determine and meet the needs of their students in the classroom. Tutoring supported the acquisition of grade level skills. Evidence of effectiveness is noted with overall academic gains noted in standardized assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Nominal overages were noted in salaries and benefits due to rising costs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of tutoring and consistency of data rich conversations through weekly PLCs and staff meetings allowed for the goal to be achieved by the certificated personnel aligned to the goal. To ensure continued positive growth, data meetings with teachers and administration will be conducted twice yearly to gauge learning and improve instruction. These data meetings have been added to proposed goal #1.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Implement initiatives and strategies that foster a positive school culture.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Reported Connectedness Data	Majority of the students in grades 4 and 5 will report a strong sense of belonging, safety, and connectedness with their peers, teachers, and staff.	Most recent student climate survey indicates that the majority of 5th grade students report a strong sense of belonging and connectedness at school.
Maintain a Low Suspension Rate	Maintain a low level of suspensions by implementing programs and supports that will lead to a decrease in student behaviors.	There were 5 suspensions during the 2022-2023 school year. This is an increase from the previous year. The overall suspension rate remains low at 0.2%.
Increase Attendance Rate	Implementing programs, incentives, and supports that lead to an overall increase in students daily attendance.	Chronic absenteeism remained high during the 2022-2023 school year, with 16.5% noted among all students.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of schoolwide connectedness activities through clubs and student leadership incentives.	Student connectedness activities offered during the 2022-2023 school year included Student Leadership, Academic Olympics, Spelling Bee, Rotary Track, and the following after school clubs: Harry Potter, Performing Arts, STEM, and Soccer.	Teacher release time and/or stipends to facilitate student clubs and enrichment opportunities to support connectedness goals and incentives. 1000-1999: Certificated Personnel Salaries P203 Connectedness 4000	Teacher release time and/or stipends to facilitate student clubs and enrichment opportunities to support connectedness goals and incentives. 1000-1999: Certificated Personnel Salaries P203 Connectedness 3446
		Benefits for teacher salaries. 3000-3999: Employee Benefits P203 Connectedness 811	Benefits for teacher salaries 3000-3999: Employee Benefits P203 Connectedness 765
Programs and materials to support student connectedness through recognition and incentive programs	Programs and materials purchased to support student connectedness through recognition and incentive programs	Procure leadership awards, tickets, club programs, materials and incentives that recognize student leadership. Playground equipment will be used to support	Purchased leadership awards, tickets, club programs, materials and incentives that recognized student leadership. Playground equipment purchased

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		peer relationships, team building, and problem-solving skills when working with others in the structured outdoor environment. Running club and other programs will support connectedness with the overall student and staff population. This will allow students to practice their leadership and social skills when interacting with others. 4000-4999: Books And Supplies P203 Connectedness 4600	was used to support peer relationships, team building, and problem-solving skills when working with others in the structured outdoor environment. Running club and other programs supported connectedness with the overall student and staff population. This allowed students to practice their leadership and social skills when interacting with others. 4000-4999: Books And Supplies P203 Connectedness 3673
Provide materials that support Makerspace and student connectedness.	Provided materials that supported Makerspace and student connectedness.	Procure Makerspace supplies needed for lessons and activities for Makerspace Club. Our Makerspace aide will deliver lessons to all students during designated grade-level Makerspace Club time throughout the school year. 4000-4999: Books And Supplies P206 Makerspace Supplies 500	Purchased Makerspace supplies needed for lessons and activities for Makerspace Club. 4000-4999: Books And Supplies P206 Makerspace Supplies 533
Implementation of schoolwide connectedness activities that support attendance intervention	Implemented schoolwide connectedness activities that support attendance intervention	Procure materials and incentives that recognize positive student attendance, including school attendance information signs. 4000-4999: Books And Supplies P201-PBIS/Attendance 350	A surplus of materials and incentives were available from previous years. Donations were also received to support site efforts. No additional purchases were needed. 4000-4999: Books And Supplies P201-PBIS/Attendance 0
Implementation of Social Emotional Curriculum	Our school counselor continued to support Second Step lesson implementation, with teachers maintaining primary responsibility for implementation. Short	School counselor and teachers will continue to implement and deliver lessons from our Second-Step social-emotional curriculum. In addition, they will	School counselor and teachers continued to implement and deliver lessons from our Second-Step social-emotional curriculum. In addition, they monitored



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	term social skills groups were facilitated by the counselor, with students recommended by teachers.	monitor FastBridge SAEBRS data to determine the social-emotional support and needs of students. None Specified None Specified 0	FastBridge SAEBRS data to determine the social-emotional support and needs of students. None Specified None Specified 0
Peer Buddies	3rd-5th-grade teachers teamed with primary-grade teachers to form a little buddies mentorship where students engaged in community building activities.	Procure materials and supplies for Big/Little Buddies. 3rd-5th-grade teachers team with a primary-grade teachers to form a little buddies mentorship where students engage in community building activities. None Specified P205 Mentorship 614.00	A surplus of materials and supplies were available to support the program. None Specified P205 Mentorship 0
Field Trips	On and off-site field trips were facilitated across grade levels.	Field Trips 5700-5799: Transfers Of Direct Costs P203 Connectedness 6149	Field trips 5700-5799: Transfers Of Direct Costs P203 Connectedness 6368

## Analysis

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

Student connectedness activities featured a variety of clubs to appeal to different student interests. Recognition programs were in place including Student of the Month and leadership tickets with prize drawings. Implementation of the Second Step social emotional curriculum remained a priority, with morning announcements and other weekly activities aligned to the curriculum. The school counselor supported curriculum implementation, and also facilitated short term social skills group series. Peer buddies featured community building activities each week. Field trips and experiences on and off campus included trips to the zoo, anti-bullying assemblies, and gold rush and colonial themed experiences.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, there was a positive impact on the school community. This is evidenced by strong indicators of feelings of connectedness in student surveys as well as other formal and informal feedback from parents and students. Chronic absenteeism remains high and will be further targeted as highlighted below. While there was a slight increase in suspensions, total suspensions are low which can be further evidence of a sense of connectedness that students have to their school community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Projected and actual dollars varied in some categories with overall variance reflecting spending of \$1740 under budget. Some of this variance is attributed to a surplus of supplies from previous years as well as donations of prizes and other materials. Field trip overages can be anticipated due to rising costs throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal was achieved as indicated by identified metrics, indicating successful implementation of identified strategies. It is noted that chronic absenteeism remains problematic, and strategies to address attendance were strengthened when developing the new goal 2 in the SPSA.



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Consistent and regular two-way communication with our internal and external educational partners

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard email and phone call message tracking reports.	Increase the number of families receiving and interacting with the weekly messages to ensure open communication and connectedness to our school community as measured in Blackboard and newsletter application.	Weekly messages via phone and email were sent to school families to keep them connected to the school community.
Social Media views and followers.	Increase the number of followers and participation on all social media sources.	The number of postings on all social media sources increased from the previous year. The number of followers on Facebook increased to 469.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide weekly phone calls and emails with updates on school activities and weekly reminders for parents, students, and staff.	Provided weekly phone calls and emails with updates on school activities and weekly reminders for parents, students, and staff.	Administrator will send weekly phone calls and emails to families, staff, and students with updated weekly information, resources, and events that pertain to the week ahead. Important information will also be disseminated on Camarillo Height STEM Academy social media outlets. None Specified None Specified 0	Administrator sent weekly phone calls and emails to families, staff, and students with updated weekly information, resources, and events that pertain to the week ahead. Important information was disseminated on Camarillo Height STEM Academy social media outlets. None Specified None Specified 0
Camarillo Heights will create opportunities for parent engagement and input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.	Camarillo Heights created opportunities for parent engagement and input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.	Provide opportunities for two-way communication and input opportunities in the decision making and branding of Camarillo Heights STEM Academy. None	Provided opportunities for two-way communication and input opportunities in the decision making and branding of Camarillo Heights STEM Academy. None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	Specified None Specified 0

## Analysis

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

Strategies were implemented which included weekly phone calls and emails with updates on school activities and weekly reminders for parents, students, and staff. Camarillo Heights created opportunities for parent engagement and input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on statistics available through Blackboard and social media accounts, interactions increased between the school and community as compared with the previous year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no costs associated with this goal.

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.

An updated goal, goal 3, has been developed to target communication. This goal includes an additional metric of a parent survey. Additionally, one metric has been revised to include the district's new parent communication tool.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	15,292.00

## Allocations by Funding Source

Funding Source	Amount	Balance
P112 Tutoring	2480	0.00
P203 Connectedness	12312	0.00
P206 Makerspace Supplies	500	0.00

## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
P112 Tutoring	2,480.00
P203 Connectedness	12,312.00
P206 Makerspace Supplies	500.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	4,749.00
3000-3999: Employee Benefits	1,190.00
4000-4999: Books And Supplies	3,684.00
5800: Professional/Consulting Services And Operating Expenditures	5,669.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	P112 Tutoring	1,924.00
3000-3999: Employee Benefits	P112 Tutoring	556.00
1000-1999: Certificated Personnel Salaries	P203 Connectedness	2,825.00
3000-3999: Employee Benefits	P203 Connectedness	634.00
4000-4999: Books And Supplies	P203 Connectedness	3,184.00
5800: Professional/Consulting Services And Operating Expenditures	P203 Connectedness	5,669.00
4000-4999: Books And Supplies	P206 Makerspace Supplies	500.00



# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Aaron Ferguson	Parent or Community Member
Steve Leahy	Parent or Community Member
Jessica Douglas	Parent or Community Member
Stephanie Allen	Parent or Community Member
Diana Trafican	Parent or Community Member
Marianna Cowell	Classroom Teacher
Alen Anuran	Classroom Teacher
Michelle Sciarillo	Classroom Teacher
Monica Alexander	Other School Staff
Amy Sachs	Principal

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**

Other:

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 12/11/2023.

Attested:

Principal, Amy Sachs on 12/18/2023

SSC Chairperson, Aaron Ferguson on 12/18/2023