

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camarillo Heights STEM Academy	56725536055396	December 16, 2024	January 16, 2025

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Camarillo Heights STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
CHSA has not been identified for these interventions and programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	3
School and Student Performance Data	4
Student Enrollment.....	4
CAASPP Results.....	6
ELPAC Results	10
Student Population.....	13
Overall Performance	15
Academic Performance.....	17
Academic Engagement.....	22
Conditions & Climate.....	24
Goals, Strategies, & Proposed Expenditures.....	26
Goal 1.....	26
Goal 2.....	28
Goal 3.....	31
Annual Review and Update	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	40
Budget Summary	42
Budget Summary	42
Other Federal, State, and Local Funds.....	42
Budgeted Funds and Expenditures in this Plan.....	43
Funds Budgeted to the School by Funding Source.....	43
Expenditures by Funding Source	43
Expenditures by Budget Reference	43
Expenditures by Budget Reference and Funding Source.....	43
Expenditures by Goal.....	44
School Site Council Membership	45
Recommendations and Assurances	46

Plan Description

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

This plan is being used by Camarillo Heights STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

CHSA has not been identified for these interventions and programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic absenteeism is in the orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with disabilities were in the red for ELA and Math. Hispanic students were in the orange in Math.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the Dashboard data, California Healthy Kids Survey was analyzed to assess student need.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	%	0	0	
African American	2.87%	2.74%	2.39%	12	10	9
Asian	5.98%	4.11%	4.52%	25	15	17
Filipino	2.87%	3.01%	3.72%	12	11	14
Hispanic/Latino	33.01%	34.25%	34.04%	138	125	128
Pacific Islander	1.20%	1.37%	1.06%	5	5	4
White	44.98%	46.3%	45.21%	188	169	170
Multiple	9.09%	8.22%	9.04%	38	30	34
Total Enrollment				418	365	376

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	87	66	48
Grade 1	78	63	44
Grade 2	64	64	66
Grade3	72	59	64
Grade 4	61	61	57
Grade 5	56	52	61
Total Enrollment	418	365	376

Conclusions based on this data:

1. The overall demographics remain similar.
2. The overall enrollment increased in upper grades.
3. Kindergarten and grade 1 experienced the most decline in enrollment, concerning for long term health of school.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	22	28	6.5 %	5.00%	7.4%
Fluent English Proficient (FEP)	14	4	11	3.3 %	1.70%	2.9%
Reclassified Fluent English Proficient (RFEP)	1	2	2		.9 %	7%

Conclusions based on this data:

1. Our English Learner enrollment showed an increase. 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 English Learner Students reclassified to Fluent English Proficient. Indicating a need to create proactive strategies to improve ELD instruction.
3. There was a decrease in the percentage of English Learner Students initially classified as Fluent English Proficient. This indicates a need to create proactive strategies to improve ELD instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	57	57	70	57	57	70	56	57	100.0	100.0	100
Grade 4	63	62	60	62	60	60	62	60	60	98.4	96.8	100
Grade 5	50	47	61	50	46	60	50	46	60	100.0	97.9	98.4
All Grades	183	166	178	182	163	177	182	162	177	99.5	98.2	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2443.	2436.	2437.	37.14	25.00	22.81	20.00	30.36	33.33	18.57	21.43	22.81	24.29	23.21	21.05
Grade 4	2463.	2482.	2468.	22.58	30.00	26.67	19.35	31.67	26.67	29.03	15.00	13.33	29.03	23.33	33.33
Grade 5	2501.	2521.	2529.	22.00	21.74	35.00	32.00	36.96	33.33	22.00	26.09	10.00	24.00	15.22	21.67
All Grades	N/A	N/A	N/A	28.02	25.93	28.25	23.08	32.72	31.07	23.08	20.37	15.25	25.82	20.99	25.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.71	25.00	17.54	52.86	69.64	70.18	21.43	5.36	12.28
Grade 4	9.68	26.67	25.00	79.03	56.67	60.00	11.29	16.67	15.00
Grade 5	24.49	23.91	31.67	59.18	65.22	55.00	16.33	10.87	13.33
All Grades	19.89	25.31	24.86	63.54	63.58	61.58	16.57	11.11	13.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	16.07	19.30	55.71	60.71	52.63	24.29	23.21	28.07
Grade 4	14.52	11.67	11.67	54.84	70.00	55.00	30.65	18.33	33.33
Grade 5	24.49	21.74	33.33	57.14	63.04	53.33	18.37	15.22	13.33
All Grades	19.34	16.05	21.47	55.80	64.81	53.67	24.86	19.14	24.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.14	14.29	22.81	71.43	67.86	68.42	11.43	17.86	8.77
Grade 4	6.45	16.67	16.67	77.42	65.00	70.00	16.13	18.33	13.33
Grade 5	16.33	17.39	16.67	69.39	71.74	76.67	14.29	10.87	6.67
All Grades	13.26	16.05	18.64	72.93	67.90	71.75	13.81	16.05	9.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.43	19.64	19.30	61.43	66.07	70.18	17.14	14.29	10.53
Grade 4	22.58	18.33	20.00	61.29	56.67	60.00	16.13	25.00	20.00
Grade 5	14.00	19.57	18.33	66.00	71.74	58.33	20.00	8.70	23.33
All Grades	19.78	19.14	19.21	62.64	64.20	62.71	17.58	16.67	18.08

Conclusions based on this data:

- The data indicates overall gains in ELA achievement. The subcategories with the lowest proficiency were reading and writing. This indicates a need to create proactive strategies to improve non-fiction reading and clear and purposeful writing.
- Grade levels will analyze the 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 will be given to focus on key standards, developing common assessments, and reviewing 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 IXL, Literably, and performance tasks in Benchmark 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
- The previous year 3rd grade ELA had the biggest overall trend of increase as 4th graders in standards not met by 10%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	57	57	70	57	57	70	57	57	100.0	100.0	100
Grade 4	63	62	60	62	60	60	62	60	60	98.4	96.8	100
Grade 5	50	47	61	49	46	60	49	46	60	98.0	97.9	98.4
All Grades	183	166	178	181	163	177	181	163	177	98.9	98.2	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2430.	2453.	2443.	21.43	31.58	24.56	28.57	31.58	35.09	28.57	15.79	22.81	21.43	21.05	17.54
Grade 4	2493.	2489.	2499.	20.97	25.00	26.67	33.87	30.00	36.67	32.26	28.33	26.67	12.90	16.67	10.00
Grade 5	2511.	2521.	2524.	22.45	21.74	28.33	18.37	32.61	26.67	38.78	28.26	23.33	20.41	17.39	21.67
All Grades	N/A	N/A	N/A	21.55	26.38	26.55	27.62	31.29	32.77	32.60	23.93	24.29	18.23	18.40	16.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.86	36.84	28.07	52.86	45.61	56.14	24.29	17.54	15.79
Grade 4	29.03	30.00	33.33	58.06	53.33	56.67	12.90	16.67	10.00
Grade 5	22.45	26.09	25.00	59.18	58.70	55.00	18.37	15.22	20.00
Grade 11									
All Grades	24.86	31.29	28.81	56.35	52.15	55.93	18.78	16.56	15.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.43	26.32	36.84	45.71	52.63	40.35	22.86	21.05	22.81
Grade 4	27.42	26.67	28.33	56.45	51.67	56.67	16.13	21.67	15.00
Grade 5	20.41	23.91	30.00	55.10	58.70	43.33	24.49	17.39	26.67
All Grades	27.07	25.77	31.64	51.93	53.99	46.89	20.99	20.25	21.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.14	36.84	22.81	58.57	52.63	61.40	14.29	10.53	15.79
Grade 4	20.97	28.33	23.33	59.68	50.00	58.33	19.35	21.67	18.33
Grade 5	26.53	15.22	25.00	51.02	69.57	50.00	22.45	15.22	25.00
All Grades	24.86	27.61	23.73	56.91	56.44	56.50	18.23	15.95	19.77

Conclusions based on this data:

- Overall, the data indicates that all grades demonstrated gains. The subcategories with the lowest proficiency were concepts & procedures and communicating reasoning indicating a need to create proactive strategies to improve those areas.
- Data meetings with Principal and grade level teams
Formative assessment PD for all teachers
Math PD for all teachers
Use of IXL as a universal screening tool, and to monitor progress
IABs are given each trimester for more frequent data that aligns with 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 applications with modeling from the district math support coach, particularly using real-world learning opportunities and integration with STEM practices.
*WIN (What I Need) time to provide structured intervention or enrichment cycles based on individual student need
*"I can" statements for clear learning objectives
*New teachers supported through ongoing professional development and mentoring
- The current 5th graders percentage of standards not met increased by 4% from 3rd to 4th grade.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	8	4	*
2	*	*	*	*	*	*	*	*	*	4	6	4
3	*	*	*	*	*	*	*	*	*	6	5	6
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										25	25	23

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	16.00	21.74	28.00	32.00	39.13	28.00	36.00	30.43	20.00	16.00	8.70	25	25	23

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	32.00	47.83	28.00	28.00	39.13	12.00	24.00	8.70	16.00	16.00	4.35	25	25	23

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	4.00	4.35	20.00	20.00	21.74	12.00	28.00	47.83	44.00	48.00	26.09	25	25	23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	32.00	30.43	32.00	40.00	60.87	24.00	28.00	8.70	25	25	23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	40.00	73.91	40.00	44.00	17.39	20.00	16.00	8.70	25	25	23

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	4.00	4.35	32.00	40.00	47.83	48.00	56.00	47.83	25	25	23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	12.00	17.39	48.00	64.00	65.22	20.00	24.00	17.39	25	25	23

Conclusions based on this data:

1. The number of EL students at CHSA is not high enough to produce data by grade level in this category. Students are supported through classroom integrated and designated instruction.
2. There was a slight decrease in the number of identified EL students from 25 to 23.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
376	35.9%	7.4%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.4%
Foster Youth	1	0.3%
Homeless	21	5.6%
Socioeconomically Disadvantaged	135	35.9%
Students with Disabilities	69	18.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.4%
American Indian	0	0.0%
Asian	17	4.5%
Filipino	14	3.7%
Hispanic	128	34%
Two or More Races	34	9%
Pacific Islander	4	1.1%
White	170	45.2%

Conclusions based on this data:

1. Our school demographics indicate an increase in population of socioeconomically disadvantaged students by 7.7%, with a slight growth in population of students with disabilities.

2. Our school demographics indicate an increase in population of homeless student by 2.6 % while our Foster Youth have stayed the same.
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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. The academic performance report indicates a performance level of high for math and medium for Language Arts which indicates that Language Arts has dropped from last year.
2. Chronic absenteeism is the same as the previous year indicating a need to create proactive strategies to improve attendance.

- 3. Suspension rates have decreased since the previous year.

School and Student Performance Data

Academic Performance English Language Arts

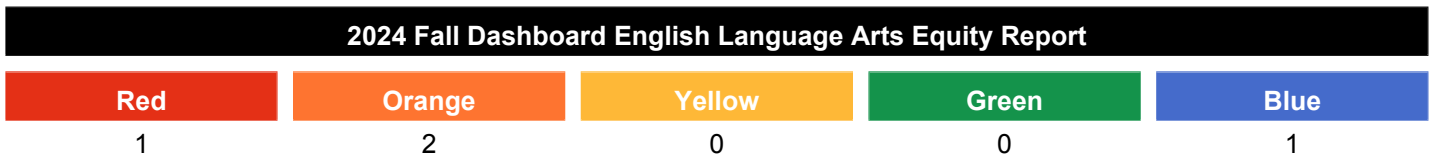
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.3 points above standard</p> <p>Maintained -0.6 points</p> <p>172 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>70.6 points below standard</p> <p>Increased 24.9 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>15.9 points below standard</p> <p>Declined 7.5 points</p> <p>63 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>86.9 points below standard</p> <p>Maintained 0.1 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>37.3 points below standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>32.1 points below standard</p> <p>Declined 37.1 points</p> <p>60 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>61.6 points above standard</p> <p>Increased 16.8 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>39.2 points above standard</p> <p>Increased 22.3 points</p> <p>78 Students</p>

Conclusions based on this data:

1. The dashboard indicates overall slight performance decrease in language arts.
2. The dashboard indicates that the performance level of our socioeconomically disadvantaged students and Hispanic students decreased, while White students score high. Students with disabilities maintained their low score.
3. 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

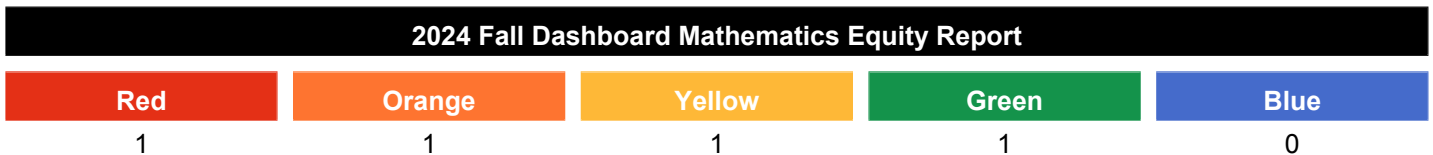
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7 points above standard</p> <p>Maintained -0.4 points</p> <p>172 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>56.3 points below standard</p> <p>Declined 6.8 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22.7 points below standard</p> <p>Declined 9.7 points</p> <p>63 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>97.1 points below standard</p> <p>Declined 12.1 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>15.8 points below standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>31.3 points below standard</p> <p>Declined 17.1 points</p> <p>60 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>62 points above standard</p> <p>Increased 30.1 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>30.2 points above standard</p> <p>Maintained -2.8 points</p> <p>78 Students</p>

Conclusions based on this data:

1. The dashboard indicates that the overall score was maintained from the previous year.
2. The dashboard indicates that there is a decline in performance level of our socioeconomically disadvantaged students, Hispanic students, and students with disabilities. White students maintained with no growth.
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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 52.4% making progress. Number Students: 21 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 28.6%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 19%	Maintained ELPI Level 4 4.8%	Progressed At Least One ELPI Level 47.6%

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 an increase in students who have decreased at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange 18.1% Chronically Absent Increased 0.5 386 Students	<p>English Learners</p>  No Performance Color 17.9% Chronically Absent Declined 0.7 28 Students	<p>Long-Term English Learners</p>  No Performance Color 0 Students
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<p>Homeless</p>  No Performance Color 27.3% Chronically Absent Declined 1.3 22 Students	<p>Socioeconomically Disadvantaged</p>  Orange 25.2% Chronically Absent Declined 1.9 147 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>17.7% Chronically Absent</p> <p>Declined 3.9</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>11.8% Chronically Absent</p> <p>Increased 0.7</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Increased 6</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined 3.9</p> <p>133 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>18.2% Chronically Absent</p> <p>Increased 8.5</p> <p>33 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>White</p>  <p>Yellow</p> <p>16% Chronically Absent</p> <p>Declined 1.1</p> <p>175 Students</p>

Conclusions based on this data:

1. Chronic absenteeism had a .5% increase from the previous year.
2. Chronic absenteeism is improving with our Hispanic, socioeconomically disadvantaged students, students with disabilities and white students. While our students of two or more races has increased 8.5% from the previous year.
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

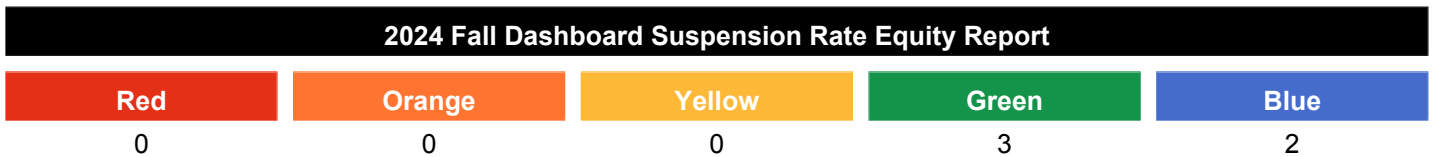
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 1.5%</p> <p>388 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Declined 2.6%</p> <p>148 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 2.5%</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 2.2%</p> <p>133 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.7%</p> <p>177 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.
2. When analyzing our student groups, it is noted that all groups have declined in suspensions.
3. The total number of students suspended has decreased by 1.5%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student achievement

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student academic achievement and academic engagement through a cohesive instructional program ventered on high-quality instruction and support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The need is to increase performance in Math and English Language Arts as noted by the dashboard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP- English Language Arts	23-24 CAASPP: Overall, 59.32% 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.
IXL English Language Arts	New measure to be established this year from the fall diagnostic snapshot.	In future years increase baseline.
CAASPP- Math	23-24 CAASPP: Overall, 59.32% 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.
IXL- Math	New measure to be established this year from the fall diagnostic snapshot.	In future years increase baseline.
CAST- Science	23-24 CAST: Overall, 56.66% of 5th grade students met or exceed Science standards	In future years increase baseline.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>After School Academic Support: Funds will be provided for fourth and fifth grade tutoring for those students who need extra assistance. This was a need identified because of the increase class size which results in less time for individual or group intervention and the dashboard which reflected last year's 3rd and 4th graders were lower in reading, writing, and math. Tutoring will be done by invitation and focus on math and reading. The administration will track the correlation between attendance in tutoring and overall achievement in subject matter each trimester.</p>	<p>Identified 4th and 5th grade students</p>	<p>2180 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries 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. 485 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Benefits for the Certificated Personnel tutoring hours.</p>
<p>1.2</p>	<p>Campus will engage in data rich conversations during data meetings and PLCs. All grade levels will participate in data analysis and common planning time, using various PLC protocols of common assessments. Through the analysis, teachers will refine teaching practices to increase student learning and engagement. Teachers will also hold teacher collaboration meetings and use the increased prep time to reflect on and refine the teaching and learning process. Teachers will use peer observations to learn about techniques, especially in the use of Amplify Science, to improve instruction. The students will show continuous academic growth throughout the year through this process.</p>	<p>All Students</p>	<p>0 None Specified None Specified 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.</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Connectedness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The need is to increase attendance and school connectedness as noted by the dashboard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Reported Connectedness Data	Annual CHSA California Healthy Kids Survey results that measure student connectedness among 5th grade students indicate 79% 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.
Chronic Absenteeism Rate	Fall 2024 data demonstrates a chronic absenteeism rate of 18.1%.	Implementing programs, incentives, and supports that lead to an overall increase in the average daily attendance therefore an overall decrease in chronic absenteeism.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implementation of schoolwide connectedness activities through clubs and student leadership incentives.	All Students	2700 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Teacher release time and/or stipends to facilitate student clubs and enrichment opportunities to support

			connectedness goals and incentives. 600 D203 Belongingness Activities 3000-3999: Employee Benefits Benefits for teacher salaries.
2.2	Programs and materials to support student connectedness through recognition and incentive programs	All Students	2000 D203 Belongingness Activities 4000-4999: Books And Supplies 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. This will allow students to practice their leadership and social skills when interacting with others.
2.3	Provide materials that support Makerspace/STEM Project Lab and student connectedness.	All Students	500 D206 Makerspace 4000-4999: Books And Supplies Procure Makerspace/STEM Project Lab supplies needed for lessons and activities for the Makerspace Club. Our Makerspace aide will deliver lessons to all students during designated grade-level Makerspace Club time throughout the school year.
2.4	Implementation of schoolwide connectedness activities that support attendance intervention	All Students	000 None Specified None Specified Procure materials and incentives that recognize positive student attendance, including school attendance information signs. No costs associated as this is a centralized district support.
2.5	Implementation of Social Emotional Curriculum	All Students	000 None Specified None Specified 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.
2.6	Peer Buddies	All Students	000 None Specified None Specified 3rd-5th-grade teachers team with a primary-grade teachers to form a little buddies mentorship where students engage in community building activities.
2.7	Field Trips	All Students	10014 D203 Belongingness Activities 5800: Professional/Consulting Services And Operating Expenditures Field Trips provided to promote student engagement and connectedness with peers and staff while supporting student learning.
2.8	District social worker	Tiered intervention for identified students with ongoing attendance challenges	000 None Specified 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.
2.9	Provide arts opportunities through AMS Prop 28	All Students	25172.40 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Music teacher 9426.78 Prop 28 Arts 3000-3999: Employee Benefits Benefits for salary 9107 Prop 28 Arts 4000-4999: Books And Supplies Supplies for music program

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To communicate and connect with families and community members.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	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 2024- 469 followers on Facebook	Increase the number of followers and participation on social media.
Parent reported communication and connectedness	2024 LCAP site survey results indicate that parent/family respondents feel welcome at the school, and agree that communication from the school is transparent, understandable, and ongoing. Additionally, 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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>3.1</p>	<p>Provide weekly emails with updates on school activities and weekly reminders for parents, students, and staff.</p>	<p>All members of the Camarillo Heights school community</p>	<p>0 None Specified None Specified 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.</p>
<p>3.2</p>	<p>Camarillo Heights STEM Academy will create opportunities for parent engagement and input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.</p>	<p>All students, staff, and families</p>	<p>0 None Specified None Specified Provide opportunities for two-way communication and input opportunities in the decision making and branding of Camarillo Heights STEM Academy.</p>

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP- English Language Arts	Increased performance score on CAASPP ELA: This will be accomplished by increasing the percentage of students scoring at or above grade level.	Met goal: Increased performance on CAASPP ELA by .67%
FastBridge- English Language Arts	Increased performance score on FastBridge: This will be accomplished by targeting and decreasing the number of students in the risk categories by Spring 2024.	Moved to IXL so we do not have data.
CAASPP- Math	Increased performance score on CAASPP Math: This will be accomplished by increasing the percentage of students scoring at or above grade level.	Met goal: Increased performance on CAASPP Math by 1.65%
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 2024.	Moved to IXL so we do not have data.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
After School Academic Support	Provided afterschool tutoring	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	1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 1106

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>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 P112 Tutoring 1924</p>	
<p>Campus will engage in data rich conversations during data meetings and PLCs.</p>	<p>Held PLC and data rich conversations</p>	<p>Benefits for the Certificated Personnel tutoring hours. 3000-3999: Employee Benefits P112 Tutoring 556</p>	<p>3000-3999: Employee Benefits D102 Tutoring/Homework Support 208.25</p>
		<p>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. None Specified None Specified 0</p>	<p>None Specified</p>

Analysis

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

Some tutoring provided although not to the extent planned due to low teacher participation.

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

Goal was met.

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

We didn't use all the monies due to limited tutoring instructors.

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

Goal will stay the same, metrics will change. Teachers will have opportunities to observe each other and see best practices. The fourth and fifth grade tutoring will focus on students who are closer to meeting the grade level standards than students selected last year since the data shows the upcoming grade needs tutoring in those area. You will see this used for goal 1 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Reported Connectedness Data	Maintain a majority of students in grade 5 reporting a strong sense of belonging, safety, and connectedness with their peers, teachers, and staff.	CHKS data connectedness indicates 79% of students were connected.
Average Daily Attendance	Implementing programs, incentives, and supports that lead to an overall increase in the average daily attendance.	There was a slight increase in absenteeism.
Chronic Absenteeism Rate	Implementing programs, incentives, and supports that lead to an overall decrease in chronic absenteeism.	There was a slight increase in absenteeism.

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.	Junior Optimist Club	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 2825	1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 2825
		Benefits for teacher salaries. 3000-3999: Employee Benefits P203 Connectedness 634	3000-3999: Employee Benefits D203 Belongingness Activities 628.18
Programs and materials to support student connectedness through recognition and incentive programs	Monthly Scholar of the Month Award	Procure leadership awards, tickets, club programs, materials and incentives that recognize student leadership. Playground equipment	4000-4999: Books And Supplies D203 Belongingness Activities 2830.32

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>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.</p> <p>4000-4999: Books And Supplies P203 Connectedness 3184</p>	
<p>Provide materials that support Makerspace and student connectedness.</p>	<p>Makerspace Supplies Makerspace Club</p>	<p>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</p>	<p>4000-4999: Books And Supplies D206 Makerspace 281.60</p>
<p>Implementation of schoolwide connectedness activities that support attendance intervention</p>	<p>Perfect Attendance Award</p>	<p>Procure materials and incentives that recognize positive student attendance, including school attendance information signs. No costs associated as this is a centralized district support. None Specified None Specified 000</p>	<p>None Specified 000</p>
<p>Implementation of Social Emotional Curriculum</p>	<p>Second Step Curriculum</p>	<p>School counselor and teachers will continue to implement and deliver lessons from our Second-Step social-emotional curriculum. In addition, they will</p>	<p>None Specified 000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		monitor FastBridge SAEBRS data to determine the social-emotional support and needs of students. None Specified None Specified 0	
Peer Buddies	Some classes participated	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 None Specified 000	None Specified 000
Field Trips	Classes were allowed one fieldtrip per year	Field Trips provided to promote student engagement and connectedness with peers and staff while supporting student learning. 5800: Professional/Consulting Services And Operating Expenditures P203 Connectedness 5669	5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 4200
District social worker	Supported families	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. None Specified None Specified 000	None Specified 000

Analysis

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

Administration did a monthly assembly and extra recess for students who increased attendance.

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

Based on the dashboard this was not effective. A barrier was that there was limited staff available to conduct these activities.

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

Regarding fieldtrip difference the unused portion was due to some costs being covered by PTC and some field trips having reduced/no fees. Regarding difference in Makerspace the unused portion is attributed to a surplus of supplies on hand and donations of supplies leading to a reduced need for purchases.

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.

Teachers will use independent studies to help students not miss out on work and recover absences. Jr Optimist will continue as will garden club and a language club will begin. This is part of Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Square email and newsletter 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 Parent Square and newsletter application.	There was a slight increase in parent communication but not in connectedness, especially in our Hispanic population based on the survey parents they did not feel connected to school due to language barrier.
Social Media views and followers.	Increase the number of followers and participation on social media.	Administration did not use social media but the school's PTC uses social media with a good following.
Parent reported communication and connectedness data	Maintain strong indicators that parental involvement is promoted, school communication is ongoing and transparent, and opportunities are provided to participate and provide input.	Communication was transparent.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide weekly emails with updates on school activities and weekly reminders for parents, students, and staff.	Administration sent out weekly newsletters.	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 Heights STEM Academy social media outlets. None Specified None Specified 0	None Specified 000
Camarillo Heights will create opportunities for parent engagement and	Administration held SSC meetings, attended PTC	Provide opportunities for two-way communication and input opportunities	None Specified 000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
input through Parent Teacher Council, School Site Council, and various onsite community building opportunities.	meetings and all functions at the school.	in the decision making and branding of Camarillo Heights STEM Academy. None Specified None Specified 0	

Analysis

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

Administration implemented and continued on-going communication with families through Parent Square and newsletters.

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

Newsletters and Parent Square were effective in keeping parents apprised of upcoming events.

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

There were no funds from the site expended on this.

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.

Administration will have family nights, translators at events, continue weekly newsletters that spotlight students and their classrooms. These are all found in Goal 3 of the SPSA.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,185.18
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
D102 Tutoring/Homework Support	\$2,665.00
D203 Belongingness Activities	\$15,314.00
D206 Makerspace	\$500.00
None Specified	\$0.00
Prop 28 Arts	\$43,706.18

Subtotal of state or local funds included for this school: \$62,185.18

Total of federal, state, and/or local funds for this school: \$62,185.18

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	2665	0.00
D203 Belongingness Activities	15314	0.00
D206 Makerspace	500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	2,665.00
D203 Belongingness Activities	15,314.00
D206 Makerspace	500.00
None Specified	0.00
Prop 28 Arts	43,706.18

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,052.40
3000-3999: Employee Benefits	10,511.78
4000-4999: Books And Supplies	11,607.00
5800: Professional/Consulting Services And Operating Expenditures	10,014.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,180.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	485.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	2,700.00

3000-3999: Employee Benefits	D203 Belongingness Activities	600.00
4000-4999: Books And Supplies	D203 Belongingness Activities	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	D203 Belongingness Activities	10,014.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	25,172.40
3000-3999: Employee Benefits	Prop 28 Arts	9,426.78
4000-4999: Books And Supplies	Prop 28 Arts	9,107.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,665.00
Goal 2	59,520.18
Goal 3	0.00

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
Diana Trafican	Parent or Community Member
Jessica Douglas	Parent or Community Member
Lindsey Alvarez	Parent or Community Member
Jessica Momphrey	Parent or Community Member
Haley Zamora	Classroom Teacher
Alexandra Brown	Classroom Teacher
Celia Martinez	Classroom Teacher
Joy Alexander	Other School Staff
Kristin Hicks	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
	English Learner Advisory Committee
	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 12/16/2024.

Attested:

	Principal, Kristin Hicks on 12/16/2024
	SSC Chairperson, Aaron Ferguson on 12/16/2024