



2014 WASC SELF-STUDY VISIT



Camarillo Academy
Of
Progressive
Education
"CAPE"



**Camarillo Academy of Progressive Education (CAPE)
WASC 2014
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Chapter 1

Student/Community Profile



Camarillo Academy
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Chapter One: Student/Community Profile

School Profile

Camarillo Academy of Progressive Education (CAPE) was designed to replicate the successful education program of a pre-existing alternative public school, the Los Senderos Open School (Los Senderos), slated for closure at the end of the 2006-2007 school year by the Pleasant Valley Elementary School District after 31 years of successful education using the open school philosophy of teaching.

In response to the closure of Los Senderos, a group of parents began to research the feasibility of creating a charter program in order to ensure that the parents of Camarillo and their students had the choice of an open school philosophy. They were joined by a group of teachers with an exceptional knowledge of the open school philosophy and its application in creating students who are lifelong learners. The result was our initial charter petition meant to replicate the successful open school philosophy education program at Los Senderos in a public charter serving grades K-12, granted and overseen by the Oxnard Union High School District. The District approved the charter on May 22, 2007, to operate for one year. The school was then approved in May 2008 to operate under a five-year charter term from July 1, 2008, through July 1, 2013. Most recently, the school received another five-year charter agreement to operate from July 1, 2013, through June 30, 2019.

CAPE's philosophy is based in part on research that reveals that children learn best when they are intrinsically motivated. Therefore, a child at CAPE is not encouraged to pursue extrinsic rewards, such as individual recognition, a teacher's approval, a sticker on a test or even good grades. Instead children are motivated to learn because their interests have been sparked. Standards-based curricula are brought to life through hands-on projects that make learning relevant. Students are challenged to ask questions, encounter problems, make mistakes and discover solutions through new ways of thinking.

Differentiation often occurs naturally because each student takes responsibility for learning at his or her own level. Teachers ask questions to guide children toward more sophisticated thinking until the students suddenly realize the need for some new piece of information or a new way of seeing things in order to overcome problems. In this way, students suddenly want to learn—in fact hunger to learn—in order to solve problems and be successful. Through this kind of process, the lessons the children learn become deeply embedded. And even more important, students acquire problem-solving skills, gain confidence and experience the joy of learning that can motivate them to be lifelong learners.

CAPE's philosophy also takes into account the fluid nature of education. The teachers, administrators and parents are lifelong learners themselves, ready to implement and embrace



new, evidence-based ideas as new research emerges. Teachers are also constantly reassessing students' strengths, interests and gaps in learning. Therefore, at both the school-wide level and at the level of each individual child, CAPE's philosophy is progressive and flexible to best meet the needs of each student.

Mission and Vision Statement

The mission of CAPE is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks and are able to work cooperatively. Together, teachers, students and parents create and sustain an environment in accordance with a progressive philosophy that sparks imagination, ignites a love for learning and encourages each individual to be and do the best that he or she can, enabling pupils to become self-motivated, competent, lifelong learners who are equipped for the challenges of the 21st century.

Creating our vision was an exciting and powerful process: a dream of parents, teachers and students. This dedicated group sought out an education for all children that would be student-centered, meaningful and connected to the real world. Each student, teacher and parent was empowered to assume personal responsibility for learning and for supporting the learning community. CAPE supports a comprehensive instructional plan by providing safe, nurturing and intellectually engaging surroundings where students are inspired to intrinsically value learning as they achieve social and academic success. Teachers create a classroom environment that challenges and supports students' learning. Teachers at CAPE implement a standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles. Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become lifelong learners.

As a progressive school, we educate the "whole child" by addressing the cognitive, social, emotional and physical needs of K-8 students. We enable students to flourish through the use of innovative curriculum and instruction that empower them to reach their innate intellectual, creative and leadership potentials.

Our school program is based on four main themes, listed below.

Project Based Learning – At CAPE, we believe that learning best occurs when utilizing project-based methodologies. Project Based Learning is an instructional approach developed at the University of California, Los Angeles that builds upon authentic learning activities that fully engage students in their areas of interest. These activities are designed to answer questions and solve problems. Project Based Learning teaches students the 21st century skills described above while at the same time delivering content based on the state standards in core areas. These skills include, but are not limited to, problem solving, citizenship, organization, time management, group participation and leadership skills. The student utilizes high-level thinking skills while the



teacher facilitates and guides the learning toward more and more sophisticated questions and answers. Project Based Learning is generally done in groups of students working together in teams, which allows students to express and listen to ideas and opinions, make team decisions, and consider and learn from project outcomes.

Storyline – The Storyline method is a structured approach to learning and teaching that was developed in Scotland. The Storyline method asserts that: knowledge is complex and has many layers; learning is guided by one's prior knowledge and experience; and learners construct their own meaning through action and experience. This method of teaching builds on the key principle that learning, to be meaningful, has to be memorable, and that by using a learner's enthusiasm for story-making, the classroom, the teacher's role and learning can be transformed. The Storyline method also allows teachers to bring all facets of the curriculum (including science, math, language arts and history) together as an integrated whole while providing opportunities for active learning and reflection as essential parts of effective learning and teaching. Lastly, the Storyline method gives learners a powerful sense of ownership of their learning.

Constructivist Learning – Children learn from connecting new information to prior knowledge and by actively constructing their own understanding. Learning occurs when new information is used to deconstruct and/or reconstruct older understandings. We believe younger students need to manipulate materials concretely through hands-on experiences. More sophisticated learners are capable of manipulating abstract information in their minds, yet they still require stimulation of concrete experiential learning opportunities to internalize new knowledge. During the learning experiences, students explore ideas, address familiar and unfamiliar problems, and reflect on and analyze their findings with one another. Teachers closely facilitate this process, encouraging students to inquire, investigate, create, develop, reflect on and finally disseminate understandings. These experiences help the students learn to make choices and experience autonomy. Students come to know their own interests and ideas, and differing abilities are respected and valued. These experiences are carefully integrated with the knowledge, skills and conceptual understanding that are identified in California Common Core State Standards.

Parental Involvement – Parents who were part of establishing the school wished to have an active role in their children's education. There are two governing board seats that are slated for parents who help decide on policy for the school. Parents take a very active role in the classroom as well. You will find parents assisting credential teachers with centers, leading Junior Great Books discussions, teaching mini-courses, and presenting artist and composer of the month lessons. We believe that there needs to be a partnership between home and school.

School Purpose and Learning Outcomes

CAPE has consistently addressed the challenge of academic improvement and student achievement. This dedication to student achievement is seen in the school's mission and vision



statements. The mission and vision statements provide a foundation and guidance for addressing California state standards and California Common Core State Standards, developing a rigorous and relevant curriculum, attending to various learning styles and needs, challenging students academically and physically, creating a sense of community and giving all students and staff a sense of purpose and direction.

CAPE redesigned the master schedule in 2007-2008, and the administration created a vision statement aligned to its goals of providing time for collaboration to foster Professional Learning Communities (PLCs) focused on student learning. The school's mission statement was developed in 2007-2008 and has continually served as a focus for school improvement.

During the fall of 2008, the staff met and revised the school's learning outcomes. Over the course of several weeks, all stakeholders provided input into create new learning outcomes that establish a vision of what traits a successful student from CAPE will possess upon promotion.

CAPE COMMUNITY'S SUPER SEVEN

- 1. We take pride in everything we do: our work, our appearance, our school and our community.*
- 2. We are honest and kind, and find ways to resolve problems peacefully.*
- 3. We think before we act and speak.*
- 4. We come to school on time, prepared and ready to participate in our learning.*
- 5. We try our hardest and never give up.*
- 6. We listen to, believe in and support each other.*
- 7. We respect the rights, property, opinions and diversity within our CAPE community.*

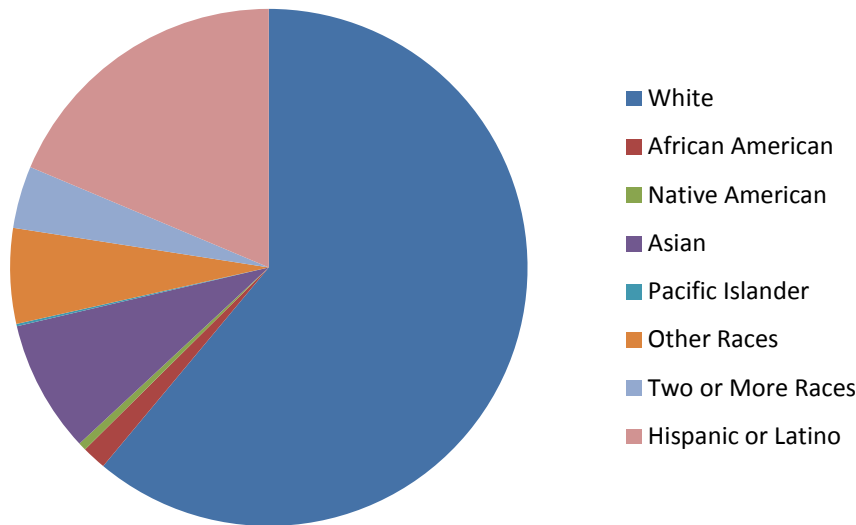
You will find these school-wide learning traits on prominent display in all classrooms and around the campus to remind all community stakeholders of our goals.

Supporting Data

CAPE is located in the beautiful city of Camarillo. The city of Camarillo is named for Adolfo and Juan Camarillo, two of the few *Californians* (pre-1848 California natives of Hispanic ancestry) to preserve the city's heritage after the arrival of Anglo settlers. As with most cities in Ventura County, it has a reputation of being one of the safest, as well as one of the most affluent, places in the country. Camarillo is a city of 64,034 people. Agricultural land buffers residential areas. The city is also home to California State University, Channel Islands, which officially opened in 2002. High school students are divided according to residency and can attend public schools within the Oxnard Union High School District.

Camarillo Demographic Characteristics

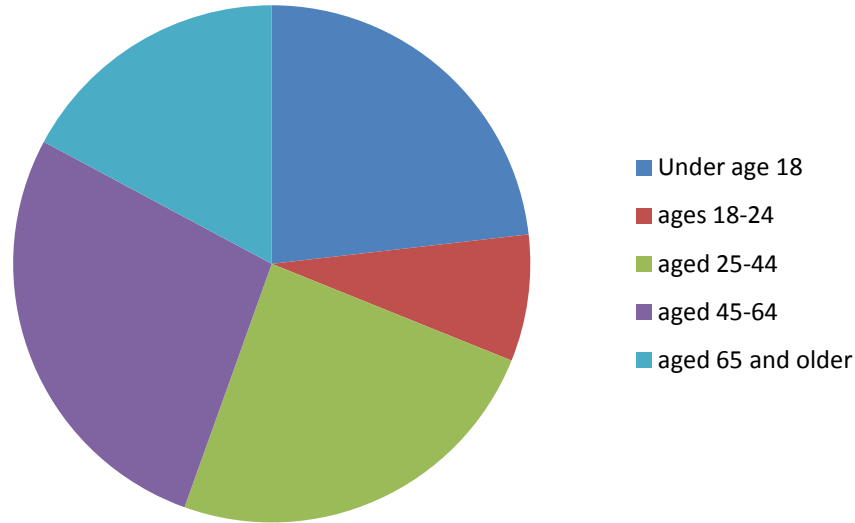
The 2010 United States census reported that Camarillo had a population of 65,201. The population density was 3,336.3 people per square mile (1,288.1/km²). The racial makeup of Camarillo was 48,947 (75.1%) white, 1,216 (1.9%) African American, 397 (0.6%) Native American, 6,633 (10.2%) Asian, 116 (0.2%) Pacific Islander, 4,774 (7.3%) from other races, and 3,118 (4.8%) from two or more races. The Hispanic or Latino population of any race was 14,958 persons (22.9%).



The census reported that 64,705 people (99.2% of the population) lived in households, 155 (0.2%) lived in non-institutionalized group quarters, and 341 (0.5%) were institutionalized.

There were 24,504 households, out of which 8,103 (33.1%) had children under the age of 18 living in them, 13,565 (55.4%) were opposite-sex married couples living together, 2,386 (9.7%) had a female householder with no husband present, and 1,078 (4.4%) had a male householder with no wife present. There were 1,099 (4.5%) unmarried opposite-sex partnerships, and 158 (0.6%) same-sex married couples or partnerships. There were 5,986 households (24.4%) made up of individuals, and 3,231 (13.2%) that had someone living alone who was 65 years of age or older. The average household size was 2.64. There were 17,029 families (69.5% of all households); the average family size was 3.14.

The population was spread out, with 15,115 people (23.2%) under the age of 18, 5,164 people (7.9%) aged 18 to 24, 15,895 people (24.4%) aged 25 to 44, 17,825 people (27.3%) aged 45 to 64, and 11,202 people (17.2%) who were 65 years of age or older. The median age was 40.8 years. For every 100 females there were 93.7 males. For every 100 females age 18 and over, there were 90.7 males.



There were 25,702 housing units at an average density of 1,315.1 per square mile (507.8/km²), of which 17,059 (69.6%) were owner-occupied, and 7,445 (30.4%) were occupied by renters. The homeowner vacancy rate was 1.4%; the rental vacancy rate was 5.2%. There were 45,522 people (69.8% of the population) living in owner-occupied housing units and 19,183 people (29.4%) living in rental housing units

State and Federal Mandates

CAPE will educate students in grades kindergarten through twelve, beginning initially with grades kindergarten through eight. The school’s current enrollment is 576, with future growth to be determined in accordance with the facilities’ capacity and demand.

CAPE will admit all students who wish to enroll, subject only to capacity, at which point a random drawing shall be held to determine enrollment. CAPE will target all students and families seeking a progressive philosophy of learning and, as described below, will hold various outreach workshops throughout the district and surrounding communities to attract a population of students who reflect the racial and ethnic backgrounds of the territorial jurisdiction of the district.

CAPE is dedicated to students' success. We believe the Common Core State Standards (CCSS) will complement our current curriculum, assessment and ongoing professional development plans. CAPE has created a CCSS steering committee to align instructional materials and curricular units to the CCSS and redesign data, assessment and accountability systems to reflect the expectations in the CCSS. We are also working on mobilizing supports for student with disabilities and general education students who require additional academic support. Through shared leadership, we will co-design self-sustaining practices that promote student-centered,



inquiry-based learning. Our focus has always been on critical thinking and effective communication. These skills will serve as a gateway for CAPE's students to become innovators in the 21st century workforce. We welcome the learning opportunities the Common Core State Standards will bring to our school.

CAPE is following the recommended CCSS timeline set by the California Department of Education. Teachers will participate in professional development focused on understanding the intent and content of the new standards and focus on instructional practices to prepare for full implementation of the CCSS. The CCSS steering committee will provide sample units and implantation strategies to the teaching staff during weekly collaboration time.

WASC Accreditation

In the spring of 2014, CAPE will undergo an accreditation visit from Western Association of Schools and Colleges (WASC). To prepare for this visit we are completing an extensive self-study. Included in the self-study will be our school's Action Plan, which will govern our school improvement efforts for the next six years (2013-2019). The process has become a catalyst for growth, as well as a rubric by which we will examine the integrity of our total school program. The self-study will give us the opportunity to collaborate, assess, plan, align and modify our instructional and operational practices in order to ensure academic success for all our students.

Parent Organization and Involvement

All parents are voting members of CAPE's PTSO (parent, teacher and student organization) and are encouraged to attend monthly meetings. PTSO is responsible for parent involvement in school activities, fundraising and advising CAPE on all matters related to the strengthening of the school community

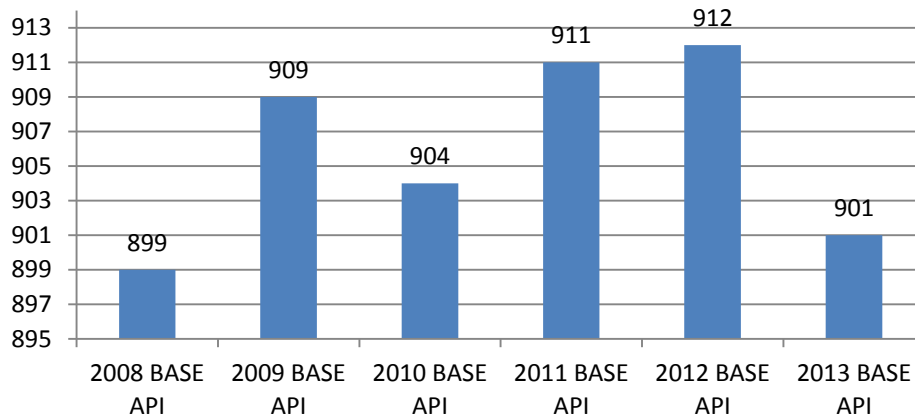
CAPE asserts that parents and guardians play a vital role in their children's education and need to be partners in the process. Parents and other concerned family members have frequent opportunities to interact with CAPE's directors through monthly "chatter time" meetings and are also strongly encouraged to attend, and speak at, board of directors' meetings. CAPE's co-directors and board members welcome ideas from parents and guardians and view families as team members in carrying out the mission and philosophy of the school.

Each family is also strongly encouraged to contribute a minimum of 40 hours of volunteer work per academic year to CAPE. The co-directors maintain a comprehensive list of volunteer opportunities, including, but not limited to, the following: volunteering in the classroom and at school; completing activities that can be done at home; tutoring; attending parent-teacher conferences; attending CAPE's board meetings; participating in planning or attending, fundraising and/or academic/arts events; and participating in other activities. No child is excluded from CAPE or from school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 hours of participation.



Status of School

CAPE has met its Adequate Yearly Progress growth targets in all three categories—school-wide, in all student groups and for all targets—each year since it opened its doors in 2007. CAPE’s Academic Performance Index scores are consistently above the average for the both the state and for the local school district (Pleasant Valley School District). CAPE is a nurturing community of learners where a value is placed on the partnerships among students, parents and educators working together to build a caring supporting environment for all students to succeed.



Enrollment Data

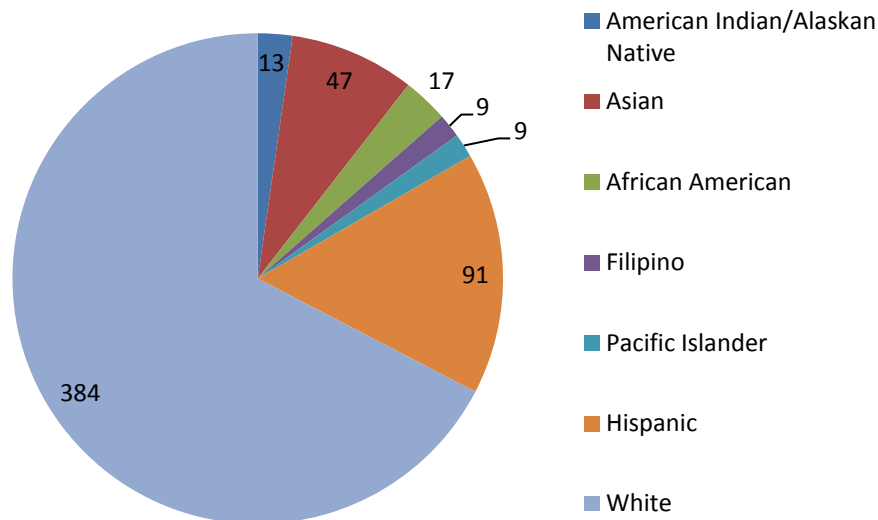
CAPE’s total enrollment at P1 in December 2013 was 570 students. CAPE currently has 21 classrooms: one kindergarten class split into a.m. and p.m., one full-day kindergarten, three 1st grades, three 2nd grades, three 3rd grades, two 4th grades, two 5th grades, two 6th grades, two 7th grades and two 8th grades.

2013-2014 Student Enrollment			
	Female	Male	TOTAL
Kindergarten	25	35	60
1st grade	30	30	60
2nd grade	24	36	60
3rd grade	31	35	66
4th grade	33	33	66
5th grade	31	35	66
6th grade	27	39	66
7th grade	30	36	66



8th grade	39	21	60
TOTAL	270	300	570

2013-2014 Student Enrollment by Ethnicity		
	# of Students	% of Students
American Indian/Alaskan Native	13	2%
Asian	47	8%
African American	17	3%
Filipino	9	2%
Pacific Islander	9	2%
Hispanic	91	16%
White	384	67%
Total	570	100%



CAPE attempts to achieve a racial and ethnic balance of students that reflects the general population of the local school district. CAPE’s outreach efforts include: fliers, presentations and tours in English and Spanish at various schools, community and city-wide events, presentations at the local area preschools and agencies, and ads and postings in local newspapers and community fliers. Each year, CAPE schedules and advertises informational meetings, tours and other activities in a manner that assures, to any extent possible, that all interested families are able to attend (including, but not limited to, email blasts, “robo” calls, Facebook and Twitter). Through the WASC self-study process, other outreach ideas were generated, including: tutorials



on how to use social media connected to CAPE, AYSO ads, bumper stickers and bigger community events, such as the Comet Glow Run, which happened in December 2013.

Students in Lottery Waiting Pool			
	2013-2014	2012-2013	2011-2012
Kindergarten	240	192	177
1st grade	64	59	51
2nd grade	63	47	47
3rd grade	58	51	51
4th grade	44	42	32
5th grade	36	48	43
6th grade	66	51	59
7th grade	42	61	36
8th grade	23	29	16

CAPE attracts students in grades K-8 and families who desire a progressive approach to education and a teamwork environment. It attracts students who want a rich, multi-dimensional curriculum where students will be challenged and motivated to achieve above and beyond the confines of grade-level standards and instruction. CAPE attracts parents who desire their children to have positive attitudes about school and learning and who value social and emotional learning in addition to high academic excellence. CAPE does not foster a “cookie cutter” approach to education and creates a rich learning environment where multiple learning styles are embraced and students learn to love learning. Families seek out opportunities here where they can effectively participate in the design and implementation of their children’s schooling. Many students and their families are drawn to the “community” aspect of our school where lifelong relationships are formed.

Suspensions and Expulsions

Suspensions		
2007-2008	2	1%
2008-2009	2	1%
2009-2010	7	2%
2010-2011	10	2%
2011-2012	8	2%
2012-2013	7	2%
2013-2014 (to date)	0	0%
Expulsions		
CAPE has yet to date taken any student to an expulsion hearing.		



CAPE Suspension Details	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Related to physical injury to another person E.C. 48900(a)(1)	1	1	4	2	5	4	
Related to use of force or violence E.C. 48900(a)(2)							
Related to firearms, knives, explosive devices E.C. 48900(b)							
Related to possession or sale of controlled substances, alcohol, or intoxicants E.C. 48900 (c)							
Related to offering a controlled substance, alcohol or intoxicant and furnishing another substance represented as the controlled substance E.C. 48900(d)							
Committed or attempted to commit robbery or extortion E.C. 48900(e)							
Caused or attempted to cause damage to school property or private property E.C. 48900(f)							
Stole or attempted to steal school property or private property E.C. 48900(g)							
Related to possession or use of tobacco products E.C. 48900(h)							
Committed an obscene act or engaged in habitual profanity or vulgarity E.C. 48900(i)							
Related to possession or sale of drug paraphernalia E.C. 48900(j)							
Related to the disruption of school activity or willful defiance E.C. 48900(k)		1	2	2	1	1	
Related to intimidation of a witness E.C. 48900 (o)							
Related to bullying E.C. 48900 (R)			1	5	2	1	
Related to aiding or abetting the affliction or attempted affliction of physical injury E.C. 48900(s)							
Related to sexual harassment E.C. 48900.2	1			1		1	
Related to harassment, threats or intimidation of school district personnel or pupils E.C. 48900.4							



Socioeconomic Status

CAPE has 30 students who are eligible to receive free or reduced lunches. This is approximately 5% of the CAPE population.

Parental Educational Levels

Educational Level	Number of CAPE Families
Not a High School Graduate	5
High School Graduate	46
Some College	167
College Graduate	147
Graduate School/Post Graduate Training	57
Decline to State	145

School Safety, Cleanliness and Facilities

CAPE is located on Pleasant Valley School District’s Valle Lindo site. It consists of six buildings and two portables that house three classrooms within each portable. We are a secured campus that uses a “Keeping Track” program that every family must use when they are present on campus. The co-directors, the administrative assistant and the health clerk have panic buttons located under their desks for security. We have secured fencing around our facility. Faculty and staff have regular CPR training. Emergency procedures are clearly stated in staff and parent handbooks. We have monthly drills for fire, lockdown and earthquake. We meet with the local fire marshal and city officials to discuss improvements for our yearly plans. Emergency supplies of food, water and first aid are available.

As part of our rental agreement with Pleasant Valley School District, the District is responsible for the all deferred maintenance under educational code 1782. The ongoing operations and maintenance of the facilities and equipment is the responsibility of the school. The school employs a daytime and an evening custodial staff.

Students participate in classroom and campus cleaning jobs to help maintain their community. We also offer a variety of mini-courses that focus on campus improvements.

Staff Profile

CAPE strives to ensure that all students get the highest quality of education presented to them each and every day. This requires a competent and highly qualified staff. All teachers teach within their fields of expertise. All CAPE teachers hold certificates (CLAD, BCLAD, R-142 Authorization, EL Authorization or an SB 395 Certificate) that certify they are culturally aware, and that they present differentiated lessons to meet the need of English learners (CAPE’s English learner population is less than 3%). Ongoing professional development is provided to ensure that



highly effective teaching is happening at all times in all classrooms. All CAPE students are placed in classrooms being instructed by exceptional and highly qualified teachers.

Advanced Degrees	16
Average Years Teaching	11
Teachers with CLAD	23
Teachers with BCLAD	2
University Interns	0
Teaching Staff	25
Administration Staff	2
Office Staff	5
Student Support Staff	7
Special Education Staff	3
School Safety and Maintenance	8
Female	33
Male	12
Hispanic	5
Asian	1
Pacific Islander	1
White	38

Staff Development

CAPE Charter School has six mandatory full-day staff development days and two half-day staff development days embedded into each school year. The majority of staff development is focused on student achievement, proficiency on standards and moving to the new California Common Core, differentiation, project-based and Storyline instruction, and technology integration. Staff development topics have included:



- Depth and Complexity
- Curriculum and instruction
- Checking for understanding
- IPADS in the classrooms
- School-wide evaluations of STAR results
- Strategies for working with English learners
- Strategies for motivating students
- Storyline
- Project Based Learning
- Digital design
- Creating and modification of pacing calendars
- Creating benchmark assessments
- Technology integration
- Data team training
- Common Core
- GATE
- Smart Board
- Smart Response clickers
- Alternative assessment
- Creating games in the classroom
- Phonics
- Intervention
- Reading assessment training
- Handwriting Without Tears
- South Coast Writing Project
- Marcy Cook Math

During our WASC self-study, it was recommended by the staff that we also turn our weekly staff meetings into mini staff development trainings. Another recommendation from our WASC self-study focus group meetings was to create “lab days.” Lab days feature a group of teachers highlighting successful instructional strategies, lesson plans and/or technology integration in the classroom. Teachers will have an opportunity to visit participating lab classrooms to observe teachers in action. Traveling substitute teachers will be hired to cover classrooms. Teachers can also volunteer to teach another classroom while a teacher is observing in a classroom on site.

Every teacher is involved in goal setting, self-reflection and an evaluation process with the co-directors throughout the year. In this process teachers set goals for themselves and for their own development and set a learning plan. These learning goals can become part of the professional development the teacher seeks out in addition to the whole-staff professional development.

Co-Curricular Activities

Mini-Courses – Mini-courses are elective-type classes where parent and community volunteers come to the campus once a week for four weeks to teach courses reflecting the volunteers’ interests. Past courses have included dance, cooking, the culture of India, rocketry, quilting, Hawaiian culture, paper crafts, scrap booking, meet the press and many others. These courses serve to widen children’s awareness, introduce them to new experiences and help them gain confidence by learning new skills or developing areas of expertise.

Composer of the Month and Artist of the Month – These are programs in which volunteers introduce students to the biographies and work of the chosen composer and artist for each month. Each month, the students create a piece of art that uses the style and techniques of the chosen artist. This is an opportunity for different grade levels to work together on community projects.



Big and Little Buddies – Pairs of classes, one older and one younger, get together for weekly activities, such as reading, projects and team-building activities. This activity fosters a sense of community and collaboration among children of different ages.

Field Trips – Field trips are an important way to connect our students with the broader community, both locally and globally, with cultural and art experiences, with community service opportunities, and with environmental education to fulfill the school’s mission and philosophy.

Band – Each student who attends CAPE will have an opportunity to experience band. We have created a band class for all 4th graders, and the school provides those students with instruments. We also have beginning and concert band available for grades 4-8.

Junior Great Books – Junior Great Books is a pull-out program in which the pupils read and discuss great works of literature. The program develops a love of reading, builds upon the child’s personal experience, and allows for the development of respect for the ideas of others within a group dynamic.

Music – Research clearly shows a link between musical knowledge and understanding of academic concepts, particularly: spatial-temporal reasoning, ratios, fractions, proportions, thinking in space and time, and reading. Children in grades K-3 receive weekly music instruction, while children in middle school have studied music and performing arts in their electives.

Physical Education – The standards-based physical education program at CAPE incorporates regular activity into the day and promotes physical health. Students experience a wide variety of movement skills and patterns and participate in challenging, developmentally appropriate activities that improve strength and endurance and help students understand the benefits of different types of exercise. Students are also encouraged to take positive risks, develop confidence and accept and appreciate the individual differences among classmates.

Depth and Complexity – The teacher differentiates his or her instruction within the scope of one lesson. Differentiated instruction is the manner in which each teacher modifies the core curriculum and designs strategies to address the unique needs of each student. The teacher modifies what students will know (content), how students will think (critical, creative and problem-solving skills and processes), how students will access and use resources (research skills), and how students will summarize and share their learning (products). This educational approach is effective in teaching all levels of learning in one classroom.

Extra-Curricular Activities

CAPE Comet Glow Run – Each year CAPE puts on a “fun run” to emphasize healthy lifestyles for our students. We raise money at this event to be able to purchase items for our physical education department.



Kids Can – Kids Can is a recycling program where we ask our community to recycle cans, bottles and ink cartridges that help us fund larger environmental projects that are lead by our Green Team.

Super Quiz Team – The Super Quiz team participates in the Camarillo Academic Olympics every two years. The team studies for 16 weeks on an assigned topic and competes with neighboring schools.

Junior Optimist Club – The Junior Optimist Club is a volunteer organization that helps students develop leadership skills in their school and community. CAPE’s Junior Optimists spend time volunteering on campus and at different school-wide and community events. Students meet once a week after school and often dedicate their own time at lunch to helping teachers in their classrooms. In addition, Optimist International is recognized worldwide as the premier volunteer organization that values all children and helps them develop to their full potential.

Leadership – CAPE has a Leadership club on campus. The purpose of Leadership is to promote an atmosphere of spirit and pride for the school. Leadership students promote, participate and create various spirit days, as well as Manic Mondays. Manic Mondays are once a month during advisory class. They give every student at CAPE an opportunity to participate in games and activities and a chance to be a part of teams. Leadership students also plan dances after school, as well as end-of-the-quarter socials. Their mission is to help create a positive experience for CAPE’s middle school students through leadership and role-modeling.

Robotics – CAPE has been involved with Robotics and Jr. Robotics since its inception in Camarillo seven years ago. We have assembled four teams that compete with other schools in the city, and a few of those teams have been able to move on to competitions that take place in Los Angeles.

Pasta Palooza – This is an opportunity for students to showcase their musical abilities in a rock concert-style event. This fundraiser is student driven and brings in over \$18,000 for the school annually.

Student Performance Data

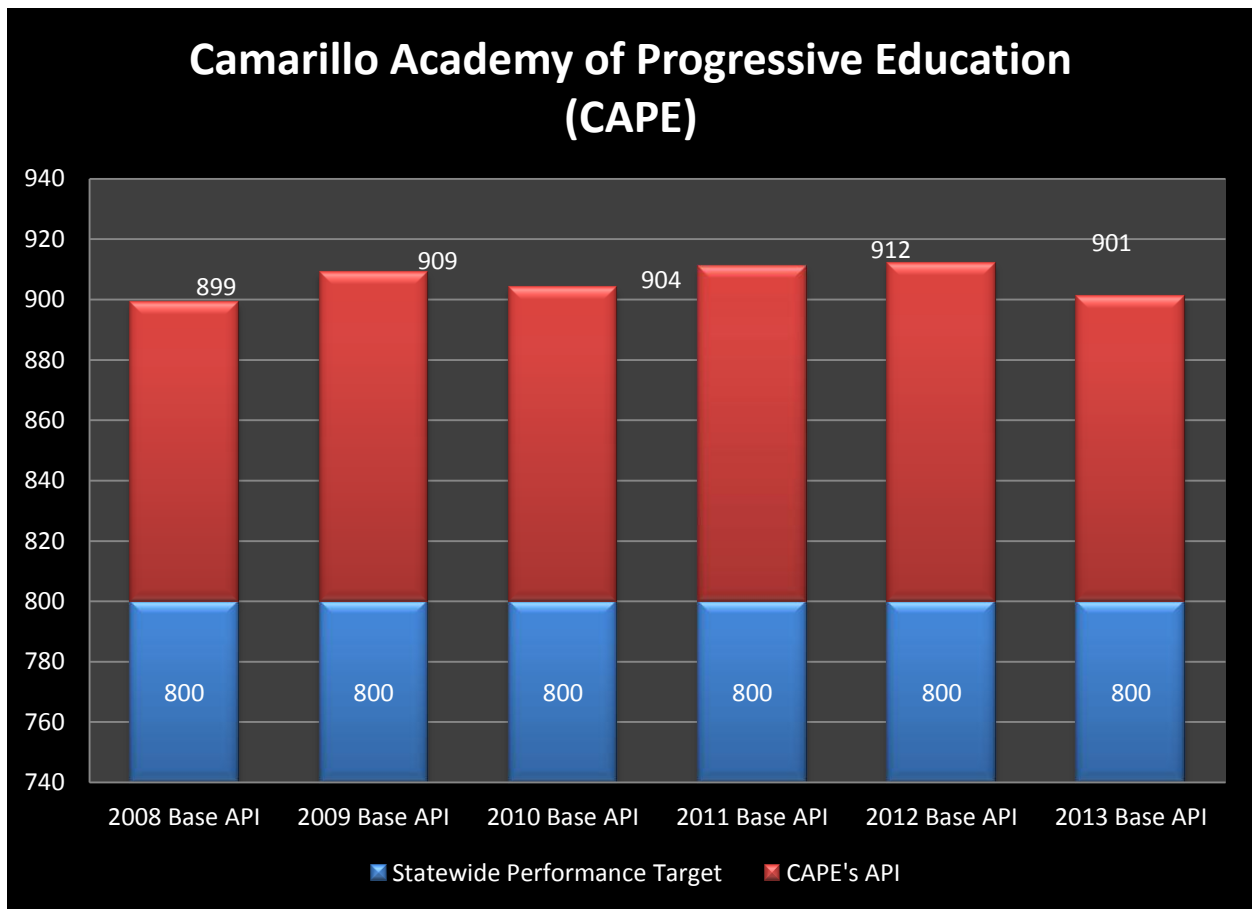
Academic Performance Index (API)

The API is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score on the API is an indicator of a school’s performance level. The statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward or past that goal. A school’s base year API is subtracted from its growth-API to determine how much the school improved in a year. The API score summarizes the results of various indicators.

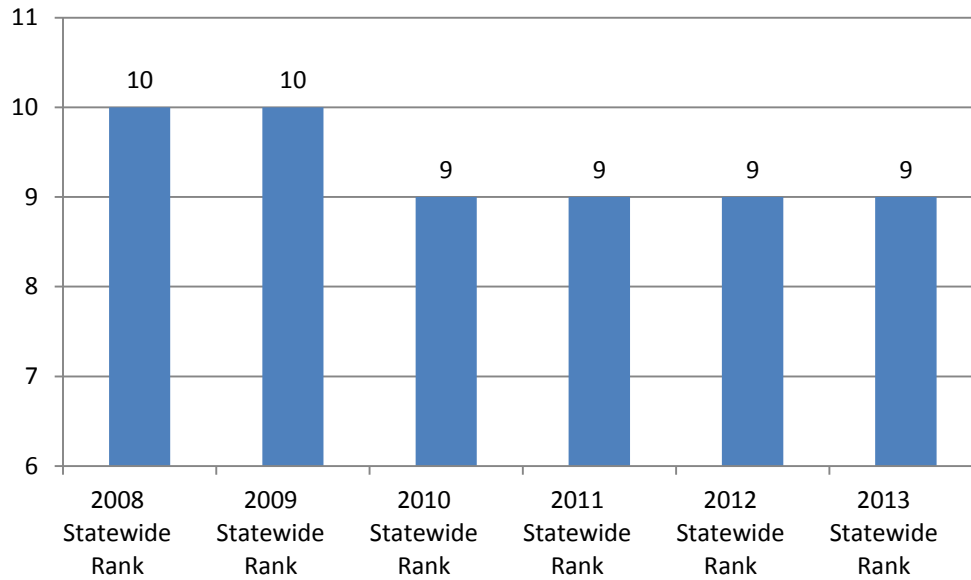


As the table below demonstrates, CAPE has met its API goal each year.

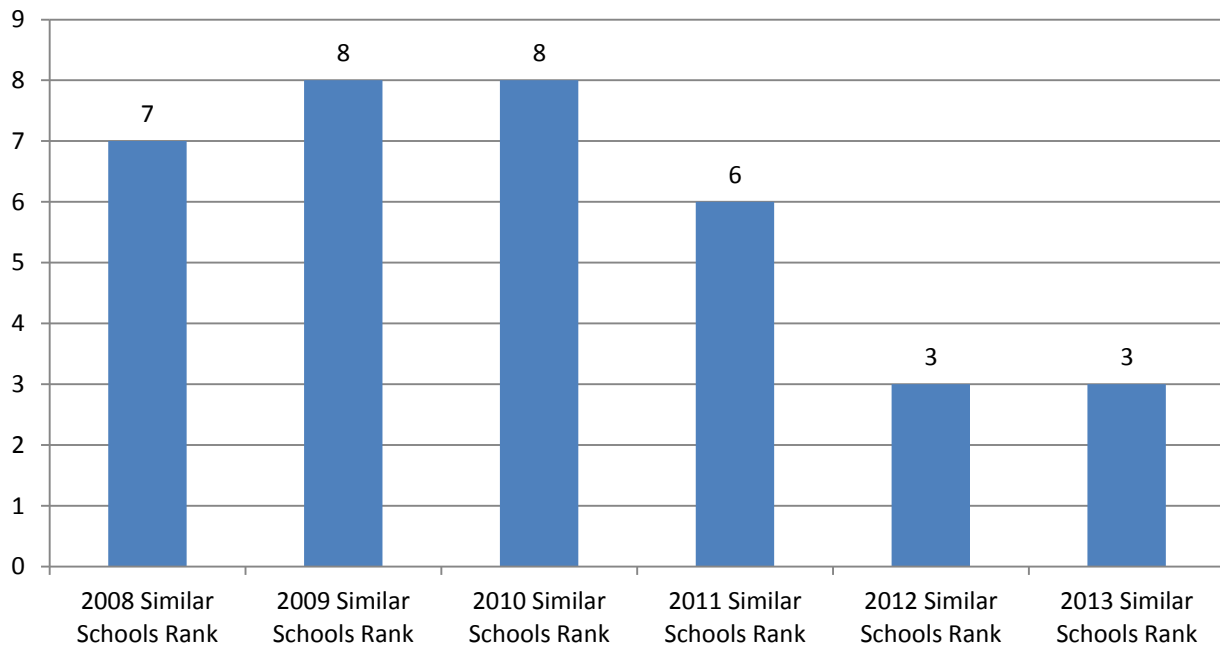
	CAPE	PVSD (area district)
2008	899	771
2009	909	789
2010	904	863
2011	911	865
2012	912	869
2013	901	867



CAPE achieved a statewide API rank of 9 in the prior year, or for two of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).



CAPE has also achieved a similar-schools rank of 8 for two of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).



CAPE has no significant sub-groups.



Below is a comparison chart of CAPE's 2012 CST scores (C) and Pleasant Valley District's 2012 CST scores (P).

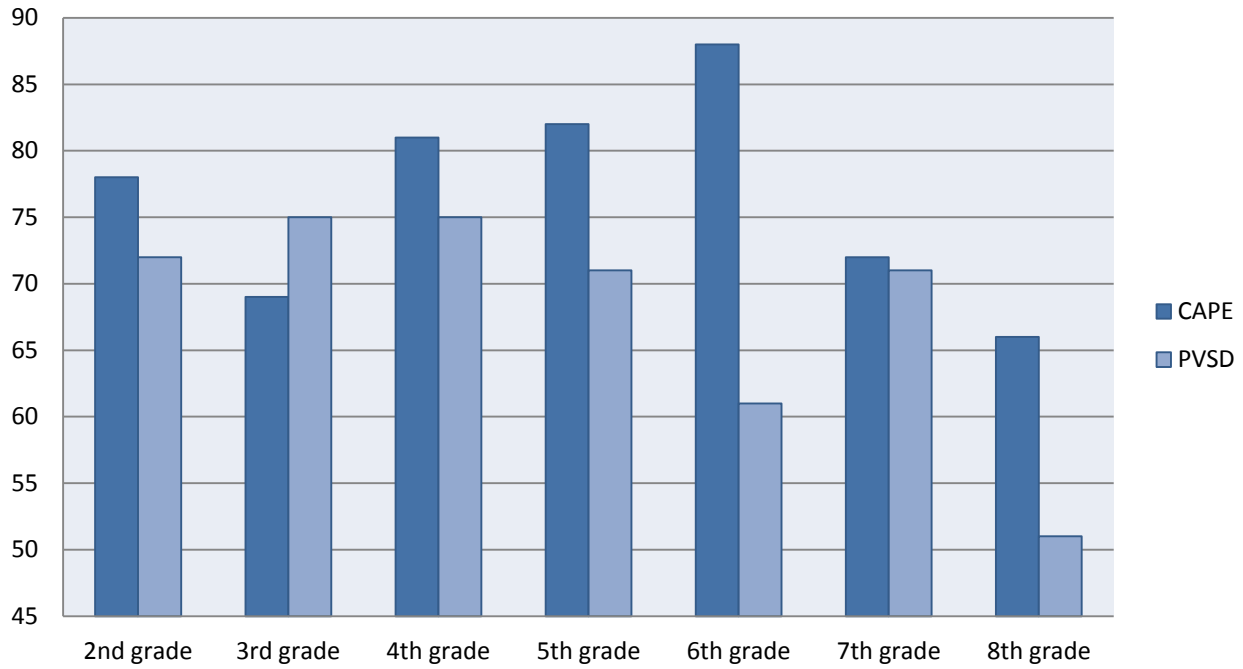
2012 CST English-Language Arts														
	C	P	C	P	C	P	C	P	C	P	C	P	C	P
Grade Level	2		3		4		5		6		7		8	
% Adv	43	36	24	25	62	55	67	45	66	47	60	49	60	47
% Prof	31	34	36	36	21	26	20	33	25	31	28	31	25	28
% Basic	19	19	26	26	11	13	12	16	7	17	5	13	13	18
% BB	2	7	6	8	5	5	2	4	1	4	5	4	2	5
% FBB	5	4	8	5	2	2	0	2	0	1	2	2	0	1

2012 CST Mathematics														
	C	P	C	P	C	P	C	P	C	P	C	P	C	P
Grade Level	2		3		4		5		6		7		8 (Algebra)	
% Adv	49	38	39	46	61	45	53	38	52	25	39	37	42	17
% Prof	29	34	30	29	20	30	29	33	36	36	33	34	24	34
% Basic	19	18	18	15	9	16	15	16	12	26	23	18	10	18
% BB	3	8	9	8	9	8	2	11	0	12	4	10	12	18
% FBB	0	2	3	3	2	0	2	2	0	2	2	2	2	2

2012						
	CST Science				CST History	
	C	P	C	P	C	P
Grade Level	5		8		8	
% Adv	48	33	84	68	47	42
% Prof	35	40	14	15	28	27
% Basic	12	17	2	10	20	20
% BB	3	6	0	3	5	5
% FBB	2	3	0	3	0	6

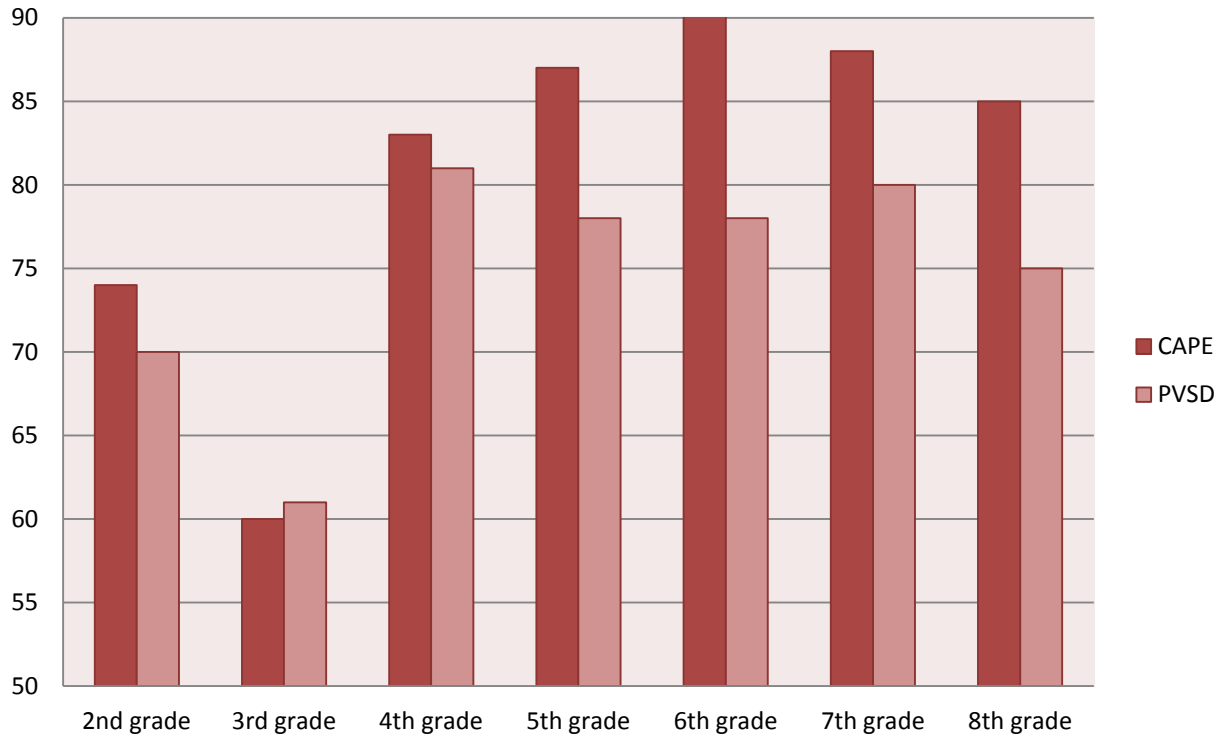


2012 CST Mathematics (% scoring Advanced or Proficient)



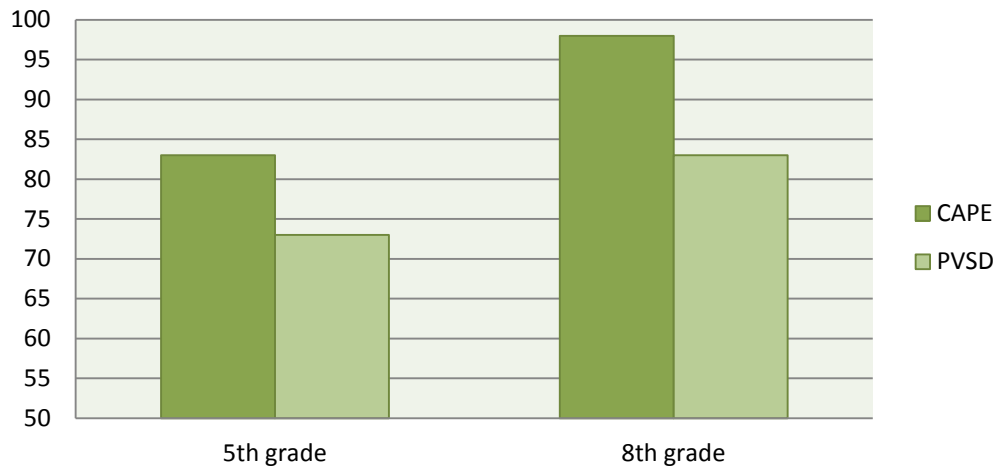
CAPE has a higher percentage of students scoring proficient and advanced in the area of mathematics than the Pleasant Valley School District School does in every grade level, except 3rd grade. During the WASC self study, the 3rd grade data team has been working on grade level pacing, benchmarks and common assessments. The team has been using assessments and data to help drive instruction to set higher expectations for students and improve academic performance.

2012 CST English-Language Arts (% scoring Advanced or Proficient)



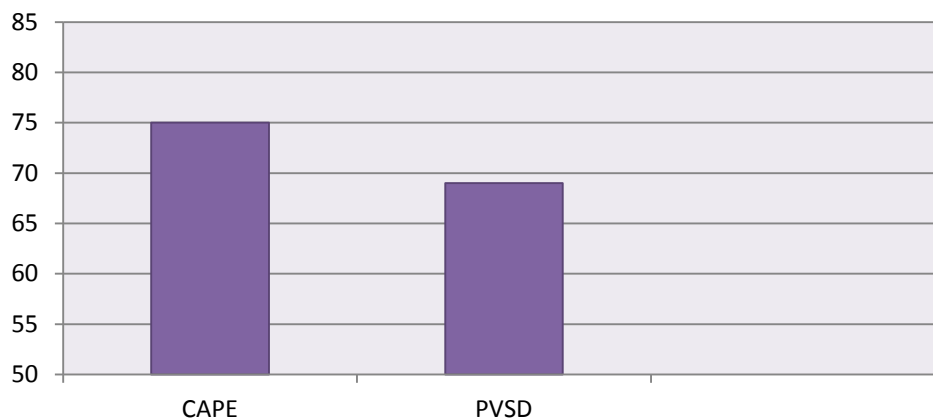
CAPE has a higher percentage of students scoring proficient and advanced in the area of English/ language arts than the Pleasant Valley School District School does in every grade level, except 3rd grade. During the WASC self study, the 3rd grade data team has been working on grade level pacing, benchmarks and common assessments. The team has been using assessments and data to help drive instruction to set higher expectations for students and improve academic performance.

2012 CST Science (% scoring Advanced or Proficient)



CAPE has a higher percentage of students scoring proficient and advanced in the area of science than the Pleasant Valley School District School does in 5th and 8th grades. Even with these scores, our Curriculum Focus team determined that science needed a stronger emphasis at CAPE. During the summer of 2013, CAPE remodeled the middle school science room and created a lab. The middle school was also departmentalized with one teacher teaching only science to grades 7 and 8. (The other model still used in 5th grade has coring with a single teacher teaching both math and science). Hands-on science kits, an online tutorial and testing program, microscopes and dissecting kits were also purchased.

2012 CST History (% scoring Advanced or Proficient) 8th grade





CAPE has a higher percentage of students scoring proficient and advanced in the area of history than the Pleasant Valley School District School does in grade 8.

Student Bullying Survey

In 2013, the students at CAPE completed a survey to determine their experiences regarding bullying.

Have you ever been excluded by others from a group or activity here at CAPE?

	<u>YES</u>	<u>NO</u>
K	5.0%	95.0%
1st	37.5%	62.5%
2nd	52.5%	47.5%
3rd	66.0%	34.0%
4th	45.0%	55.0%
5th	37.5%	62.5%
6th	63.0%	37.0%
7th	58.0%	42.0%
8th	53.0%	47.0%
Average	46.0%	54.0%

Have you ever seen someone being bullied at CAPE?

	<u>YES</u>	<u>NO</u>
K	10.0%	90.0%
1st	35.0%	65.0%
2nd	30.0%	70.0%
3rd	43.0%	57.0%
4th	52.0%	48.0%
5th	52.0%	48.0%
6th	68.0%	32.0%
7th	49.0%	51.0%
8th	74.0%	26.0%
Average	45.0%	55.0%



Has anyone ever bit, kicked or pushed you at CAPE?

	<u>YES</u>	<u>NO</u>
K	7.5%	92.5%
1st	57.5%	42.5%
2nd	55.0%	45.0%
3rd	38.0%	62.0%
4th	35.0%	65.0%
5th	34.0%	66.0%
6th	47.0%	53.0%
7th	41.0%	59.0%
8th	40.0%	60.0%
Average	39.0%	71.0%

Has another CAPE student ever threatened to hurt you?

	<u>YES</u>	<u>NO</u>
K	2.5%	97.5%
1st	32.5%	67.5%
2nd	32.5%	67.5%
3rd	36.0%	64.0%
4th	27.0%	73.0%
5th	23.0%	77.0%
6th	17.0%	83.0%
7th	28.0%	72.0%
8th	28.0%	72.0%
Average	25.0%	75.0%

Do you feel bullying is a problem here at CAPE?

	<u>YES</u>	<u>NO</u>
K	30.0%	70.0%
1st	80.0%	20.0%
2nd	62.5%	37.5%
3rd	54.0%	46.0%
4th	42.0%	58.0%
5th	33.0%	67.0%



6th	45.0%	55.0%
7th	17.0%	83.0%
8th	16.0%	84.0%
Average	42.0%	58.0%

Parent Climate Survey

In 2012, the parents at CAPE completed a survey to determine their attitude and feelings toward CAPE.

	Yes	No
Does your child appear to enjoy attending CAPE?	97%	3%
Do you feel as a parent welcome to CAPE?	97%	3%
Does your child express to you that he or she feels welcome at CAPE?	95%	5%
Do you feel comfortable expressing your opinions and concerns with CAPE administration?	89%	11%
Do you feel comfortable expressing your opinions and concerns with the faculty of CAPE?	93%	7%
Do you feel that CAPE’s policies and procedures exemplify high academic standards for all students?	91%	9%
Do you feel that CAPE’s policies and procedures exemplify high behavior expectations for all students?	86%	14%
Does CAPE do a good job of communicating your child’s academic progress?	97%	3%
Does CAPE do a good job communicating events happening on campus?	97%	3%
In addition to the VR and Weekly Wednesday folder, would you like to receive weekly communication by phone to make announcements of upcoming CAPE events?	20%	80%
Have you seen any improvements with communication between CAPE and your family?	68%	32%
Are you CAPE co-directors visible and accessible?	94%	6%
Are CAPE teachers visible and accessible?	99%	1%
Are the members of the CAPE board visible and accessible?	83%	17%
Are the members of the CAPE PTSO board visible and accessible?	85%	15%
Do you feel that your child receives and appropriate amount of homework?	90%	10%
Do you feel safety and security issues at CAPE are adequately met and handled quickly if a situation arises?	91%	9%



Are you aware the CAPE has a mandatory amount of volunteer hours per year?	100%	0%
Do you receive CAPE vertical responses each week?	97%	3%
Have you visited the CAPE website this year?	98%	2%



Chapter 2

Student/Community Profile Analysis of Profile Data



Camarillo Academy
Of
Progressive
Education
"CAPE"



Chapter 2: Student/Community Profile Analysis of Profile Data

In our first seven years as a charter school, CAPE has proven itself to be a school of excellence in academics and a great asset to the Ventura County community. Our school has consistently scored over 900 annually on the CST. CAPE was awarded the California Distinguished School honor in 2012 for our academic growth and unique programs including project-based instruction and Storyline. CAPE was also named among the Top Ten Charter Schools in California by a study conducted by University of Southern California (USC) for both academics and fiscal stability. We are a community-minded school where our students give back to the community with various student- and family-run “drives.” Parent and student surveys show high satisfaction with our board, administration, staff, teachers and overall program.

Since the initial WASC visit, we have passed through another charter renewal with our authorizing agent, Oxnard Union High School District. We have also developed a solid relationship with our neighboring district, Pleasant Valley School District, who leases us the facility where our school resides. Both our charter and our lease agreement for our existing site are valid until June 30, 2018.

Critical Areas for Follow up as identified by our initial WASC visit

Attract a student population that is more reflective of District demographics.

CAPE has made a conscience effort to promote itself to the outside community. When compared to Pleasant Valley School District, the community where CAPE resides, four out of the nine elementary schools in the district have Hispanic and white populations very similar to CAPE (our two largest sub groups). CAPE is a lottery school not a neighborhood school. We proudly have a 95% retention rate, and parents rarely choose to pull their students from CAPE except when moving out of the area. New families who wish to enroll their students turn in lottery applications each year. Those applications are entered into a web-based randomizer program, and when spots are open, the randomizer fills the vacant positions. Administration cannot control which names are pulled during the lottery process, so our goal is to get more applications from a more diverse group of students. As indicated by our lottery pool data in Chapter 1, our lottery pool has increased each

Evidence & Notes

CAPE Charter
Petition

Chapter 1: enrollment
data



year.

Develop a technology plan and address needs.

CAPE’s technology plan was completed in the fall of 2013. It is currently being reviewed by the state for approval. We are currently working on implementing this plan with the goal of improving academic success for our students. CAPE spent more than \$300,000 on technology and staff development for the 2013-2014 school year. We also created and hired our own Information Technology department and have technology support available to our staff daily.

Create and implement a greater variety of parent engagement strategies.

Parents are a vital piece of the educational team here at CAPE. We have the opportunity to have a stronger team because of the dedication our parents have given to the school. CAPE administration, CAPE’s Board of Directors and CAPE’s PTSO have worked collaboratively to bring new opportunities for our parent population to become involved in the school. Each month we hold parent seminar nights on topics ranging from healthy eating to homework habits to motivation. We have held mandatory parent participation trainings, which laid out all the training opportunities and how to be most effective when volunteering on campus. CAPE’s PTSO continues to help fund programs that are run by parent volunteers and encourages new families to become instructors and helpers with their inner community outreach program.

Expand the repertoire of innovative research-based instructional strategies.

The teachers and administration at CAPE are always researching and discussing new strategies and curriculum to help meet the needs of their students. Each summer the teachers and administration choose a research-based text and meet every other week to discuss the book and how the strategy can be implemented and used to drive instruction at CAPE. The curriculum focus group meets each week and provides valuable trainings to both our faculty and parents.

Evidence & Notes

CAPE Technology Plan

CAPE Budget

CAPE Parent Handbook

Parent Information Night Flyers

PTSO minutes

Curriculum Focus Group Notes



Important Questions Raised by the Data

- How do we sustain progress over time on the identified areas of critical need?
- How will the Technology Plan increase academic achievement for all students?
- Will the addition of technology cause deficits in other areas? For example, handwriting and spelling?
- How do we utilize our parent population to increase student achievement, yet maintain confidentiality and student privacy?
- How can we measure “whole child” growth, development and success?
- Are our students being challenged appropriately?
- Are the core programs of CAPE meeting the needs of our students? How can learning be improved? How can we support our teachers to develop more comprehensive balanced programs?
- Are we using data to drive instruction? Are CAPE’s data team meetings at grade levels benefiting those students who are struggling?
- What programs, interventions and strategies can we use to ensure that all students, including subgroups, are making adequate academic growth each year?
- How do we best meet the needs of our middle school students in the area of math when we have such a large discrepancy of abilities within a given class?



Chapter 3

Progress Report



Camarillo Academy
Of
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Education
"CAPE"



Chapter Three: Progress Report

Changes in the School Since Initial Visit

In 2012, CAPE received a five-year renewal of its charter by Oxnard Union High School District. We have developed a solid relationship with our neighboring district (Pleasant Valley School District) where we have a five-year agreement for our lease. Also in 2012, CAPE received the California Distinguished School award, was named among the top ten charter schools in the state by USC, and appeared on the California Business for Education Excellence Honor Roll. We are proud of our high test scores, community involvement, sense of community on our own campus, and our strong focus on progressive education.

Demographics/Student Population

CAPE has continued to have a healthy lottery pool for the past seven years. We have 200 to 300 kindergarten lottery applications annually. We have maintained between 75 and 100 lottery applications for each grade level from first through eighth grade. The CAPE “meet and greet” is an opportunity for prospective parents to view classes, tour the campus, meet administration and hear about the vision and mission of CAPE. We are a unique school in Camarillo, and we appreciate the opportunity to share the history of CAPE with prospective parents and why we have the programs that we offer. A PowerPoint presentation was created to help convey the vision and mission of the school, and parents are now placed into specific tour dates according to their children’s grade levels. In previous years we found that the kindergarten parents had different questions and concerns from the middle school and upper grade parents. The majority of the parents we see during the tours are kindergarten parents, but we often have parents with children at the other grade levels. By putting them on different tours, we are able to spend more time answering specific questions and concerns. We are also able to go into more depth on the vision and mission as related to the specific grade levels instead of a brief general overview.

CAPE has done specific things to try to meet our goal of increasing our outreach. We are members of the Camarillo Chamber of Commerce and take advantage of all opportunities to attract the community to our school. We have partnered with B95.1 (a local radio station) on community projects, and our students are frequently interviewed on air about our school. When we have tours available, we place announcements in local community newsletters.

We also had a booth at the Camarillo Fiesta Festival. Administration, teachers and parent volunteers were at the booth daily to promote CAPE and answer specific questions. We had office personal on hand to communicate in Spanish if needed, and we had literature about the school written in both English and Spanish.

Evidence & Notes

*Chapter 1
Demographics*

*Chapter 1
Demographics*



CAPE participates every year in the Camarillo Holiday Parade, and administration walks alongside the float (which is filled with happy waving CAPE students), shakes hands and passes out literature about CAPE for the entire three-mile parade route.

CAPE started utilizing social networking sites such as Facebook and Twitter to reach a larger population of applicants. This system has been very successful with reaching out to families in the Oxnard plains outside the small community of Camarillo.

CAPE was featured in the local newspaper multiple times this past school year. Any time the school had a school-wide event, the administration or Board members invited the press, and we were able to communicate the exciting things happening at CAPE with a larger population.

Governance

In 2010, there were major changes in the leadership structure and personnel followed immediately in order to support the new vision. The founding superintendent retired, and the Board decided to promote the director of education and the director of operations to be the co-directors of the school.

Since our last visit, the school has had two Board elections. Two new teacher representatives joined the Board in 2013, and we had 100% of the staff participate in the vote. In 2014, three seats were up for a vote, two parents’ seats and a community member seat. We had over 120 family members come out to vote for the two parent seats and the community member seat.

Personnel

In the past seven years, CAPE saw very little degree of turnover in its teaching staff. We have been able to maintain a 90% to 95% retention rate. In 2013, we filled a seventh and eighth grade algebra position that had been difficult to fill in the previous year. CAPE boasts that an impressive 100% of its teachers are designated as highly qualified No Child Left Behind-compliant according to federal statutes.

In 2013, we added an employee to our information technology department. Since CAPE had increased our technology school-wide, there was a strong need for support in this area.

Curriculum and Assessment

CAPE has put a lot of effort and resources into our intervention program. We started with our third grade team meeting with a professor from California State University, Channel Islands. We came back with recommendations for a K-3 intervention program.

Charter

*Chapter 1
Staff Profile*



Our recommendations were to establish an electronic data system that would allow teachers to easily share assessment data throughout the year, as well as year-to-year, and support direct instruction, the student support specialist, Tina Hays, and the Student Study Team (SST).

We wanted to establish common assessments across the grades for reading. Collaborating as a K-3 team, we also wanted to align the reading curriculum and have each grade level come up with a scope and sequence to better support the student in learning and retaining what has been taught from year to year.

In August of 2011, we met as a K-3 team and were able to develop the following intervention plan that falls under tier 1 for classroom interventions.

<u>Grade</u>	<u>Assessment Plan</u>	<u>Curriculum Details</u>
Kindergarten	CORE phonics A-E, F and beyond as applicable, running records; 3rd trimester: phonemic awareness, 30 plus sight words, written CVC, oral and listening comprehension, letter formation, writing prompt and Concepts of Print	Houghton Mifflin themes, Zoophonics, Storyline, adding long vowels to “K” due to Common Core standards, and Handwriting Without Tears
First	Beginning running records and CORE if not reading; end of 1st trimester: running records and CORE plus site words; 2nd trimester: running records and site words, plus CORE if student struggling; 3rd trimester: same as above	Houghton Mifflin, Zoophonics; continued alignment of H.M. and Zoophonics to focus on same phonics skills
Second	running records, CORE Phonics (starting with D/E) for those below G (1 st trimester: below I, 2 nd trimester: below M, 3 rd trimester: all goal N), spelling inventory	Houghton Mifflin spelling and creation of a meaningful integration into lessons, sight words intervention

Charter

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Third	running records, DIBELS fluency and CORE phonics for level L and below, sight words as needed, spelling inventory	Grade level groups for after-school intervention, Tuesdays, 2:30-3:15, small groups during language arts, reassessment each trimester
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**All grades using sight word lists from Fountas and Pinnell.

Kindergarten - 25 words, plus 5 words from other list

1st - 175 words, plus lists 1, 2 and 3

2nd - Lists 4 and 5 (lists 1, 2 and 3 to be used if not known)

3rd - Lists 1-5 as needed

As a group, the teachers decided to purchase Fountas and Pinnell’s leveled book sets to help support our students’ reading instruction. After administering these assessments, the teachers are able to look at the needs of the students and form intervention groups for both classroom instruction and after-school tutoring programs. The teachers decided that the intervention groups would meet for six weeks. After the six weeks, the teachers would reassess and reevaluate the intervention groups at each grade level. Students who are falling in the at-risk in reading category (one year or more behind grade level) are referred to Tina Hays for tier 2, small group intervention outside of the classroom. Based on the assessment data from the Fountas and Pinnell’s running records and the CORE phonics survey, each grade-level team is able to place their at-risk students into groups based on need. For example, in third grade, Mrs. Hays sees a group for phonics instruction every Wednesday and a group for comprehension instruction every Thursday. If no growth is seen in a student’s reading assessments after both classroom interventions and support from our reading teacher, the classroom teacher is able to refer the student to CAPE’s SST.

The SST can support the teacher through brainstorming of strategies, including the parent in the problem solving process and ensuring that less restrictive alternatives have been attempted before referrals to special education are made.

Another area where CAPE focused attention was Project-Based Learning. This is an area where CAPE has tried very hard to keep all teachers trained. Sharon Sutton retrained the entire staff in January, and new teachers went to the UCLA Critical Thinking Institute’s (CTI) Lab School over the last couple months. The emphasis of this program is to teach educators how to integrate project-based learning into their curriculums. Each attending teacher was asked to bring a social studies or science unit he or she teaches to work into a project-based unit. CTI’s instructors modeled project-based learning, taught us the essential components, and helped us shape our units into project-based learning experiences for our students.



Project-based learning is a nonlinear process that begins with triggering and validating students' background knowledge on the given topic of study. Students delve into the process through inquiry. Students ask and categorize their own questions. The questions students ask drive their research. Understanding is assessed through sense making and publication of their work through multiple venues.

Project-based learning is part of CAPE's charter, and all teachers include this learning process in their classrooms. Students are invested in the units because they are student driven. The students control what they research and learn. Teachers have reported this to be an extremely effective and fun way to engage students in their curriculums. The teachers feel fortunate to teach their students through such an engaging process.

Another program that was implemented since the WASC visitation is Guitars in the Classroom. CAPE's teachers and administrators have always believed that music is an important part of education. It can be used in many different ways to aid in student learning and create a positive learning environment in the classroom. The teachers have always regularly played and sung music connected to their curriculums but have been limited to CDs and the Internet to search for songs.

Starting in January of 2012, the opportunity to take part in an amazing organization called Guitars in the Classroom was brought to CAPE. Immediately, the teachers and staff were excited to participate. Guitars in the Classroom is an organization that offers teachers the opportunity to take weekly guitar classes. The teacher, Janis Valie, taught the teachers basic music education and simple songwriting techniques. Although at first many teachers were nervous to take on a musical instrument, every teacher was playing in his or her classroom after the first lesson. Janis encouraged the teachers to work together with their students to take a simple melody and change the words to fit the subject they are working on. With each guitar lesson, the teachers have gained musical knowledge, developed rhythm and gained the self-confidence to play with our classes. Most important, we have all seen the positive impact music has had on our students.

For example, in one of our kindergarten classrooms, playing the guitar together has become a favorite everyday activity. The students look forward to learning new songs and singing the same ones over and over again. The joy they express over such simple songs is enough of a reason to play each day. There have also been educational benefits to playing the guitar in the classroom. Music has become a great way to introduce new knowledge and help the students recall difficult concepts. With our last science unit, the students sang a song about isopod body parts. With the sound of the guitar in the background, each student could easily identify all parts of a pill and sow bug.

CAPE also focused on research-based behavior plans since the WASC visit two



years ago. One of these behavior plans includes cooperative play, which is important for children to learn and master; it helps create positive relationships, build social competencies and decrease negative behavior towards others. All successful learning derives from play. Through play, we create a safe environment in which we practice skills until they can be mastered. Children learn to laugh with others, accept constructive criticism, talk appropriately with peers, initiate conversations with peers, interact with a diverse group, accept not getting their way, take care of other people's property, and empathize, while at the same time build self-esteem. However, today's children have lost the joy in playing with all the changes in our society. Children have learned to entertain themselves through the use of electronics. In this new form of play, children are isolated from each other because electronic play focuses on the individual rather than the group. Competition, not cooperation, is the theme behind electronic games, which hinders the development of social competencies.

As educators we need to teach our students how to play together cooperatively to learn social skills and how to simply have fun. Our playgrounds are filled with opportunities to address arguing, bragging, competition, teasing, injuries, lack of respect for others, aggression and unsportsman-like behaviors. The research-based book Learning to Play and Playing to Learn has been a particularly good resources for our teachers in this area. Using the principles in this book, teachers have been able to: promote healthy social skills, manage aggressive behaviors, increase children's self-esteem, help students develop social relatedness, maximize participation, promote positive life values, increase children's emotional and physical health, and develop a positive peer culture. Learning to Play and Playing to Learn uses two essential philosophical principles and two valuable rules, listed below.

Philosophical principles: 1) We play to have fun, and 2) People are the most important part of all games.

Rules: 1) If anyone gets injured, whoever is closest to the person will stop and stay with him or her until he or she is ready to play again, and 2) If two individuals have an argument or disagreement during a game, they must leave the game until their argument is peacefully settled.

This book also focuses on the needs of our students. It starts with creative play, continues with compassionate play, and finally ends with soft aggression games. In this order, we make sure that students are learning and practicing all the skills that are needed in a safe environment. Once they have mastered the skills, they can move on to more advanced social skills and continue to grow.

Being educators, we always want to meet the needs of our students. One teacher was fortunate to have a classroom of students who challenged her and helped her to learn from them as well. After many attempts, she had been feeling frustrated and confused about what to do. The only solution was to do some research on



cooperative learning. She discovered Learning to Play and Playing to Learn, read it cover to cover, took notes and implemented it the next day. She was amazed at what drastic changes she saw with my students. In the past, Morning Meetings had been frustrating not only for her, but also for her students. Daily complaints made it challenging to get through it all. When she started using this book, it didn't take long for the students to buy into the principles and rules. Students were excited about going outside to play. There were fewer arguments, injuries and complaints.

Focusing on rule number two, students were no longer able to ruin the game for others by arguing. They were no longer receiving any negative attention from the teacher and couldn't stop the game because they weren't getting their way. The fun continued without them. Students realized that some of the petty fighting wasn't worth it and that they could be playing instead of talking. For those students who needed help with conflict resolution skills, they had to use the skills to resolve their problem. Of course, the teachers were nearby to help. However, the students were practicing and learning from real experiences in a safe environment. Just after three days, the teachers reported seeing drastic changes in the amount of arguments that took place.

There were also fewer injuries with using the principles and rules. If someone was injured, rule number one went into effect immediately. Students were more careful about how they played because they had to stop and be caregivers. For some students, this taught them compassion and empathy. Others learned to be gentler with their peers. If a child were nearby when someone was hurt, it was likely that particular child had caused it. It wasn't worth it to hurt someone because they would have to sit out and would miss playing. The negative behavior was not reinforced.

At the end of each game, there was time for positive reflection. This has been great for the CAPE students. Being positive is a struggle for some. It helped to reinforce only positive forms of play—they had to look for the positive in the situation. They also looked for good examples in others and learned how to compliment each other. The morning mornings became fun! However, this did not translate to other areas. Struggles continued with P.E. and other playground situations. It didn't take long for us to implement the principles and rules during P.E. and recess. What a difference it made! The teachers report that they are dealing with social issues less often. They communicate with the students and ask if they followed the principles and rules. If it is still something that they can't resolve, they discuss it with a teacher. Most of the time, they no longer rely on teachers; they have learned the skills to play together cooperatively. However, every once in a while the children still have conflicts. Students still need to develop their skills. The great thing about this program is that it can continue to build on students' needs. As they continue through CAPE, they can grow and learn how to play in a safe environment. We can all enjoy our time together.



In 2013, CAPE’s second-grade team asked to pilot a new program called the Daily Five, created by Gail Boushey and Joan Moser (The 2 Sisters). The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research-based tasks are ones that will have the biggest impact on students’ reading and writing achievements, as well as foster children’s love for reading and writing. Students receive explicit whole-group instruction and then are given independent practice time to read and write independently. At the same time, the teacher provides focused, intense instruction to individuals and small groups of students. The Daily Five are composed of the following tasks:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

In addition to the Daily Five, the second-grade team also implemented the Café, which was also created by The 2 Sisters. The Café is a way to help differentiate and meet the reading needs of all students. While the students work independently in their Daily Five rotations, teachers pull small groups or work individually with students on their reading goals. The goals are determined by teachers’ assessments (e.g., running records, phonics assessment and informal observations). Based on the assessments, the teacher uses strategies in the Café menu that best support student growth. The Café menu is posted in each classroom and contains strategies that good readers use while reading. Each student has a goal under one or more of the Café strategies. The word café is actually an acronym that stands for comprehension, accuracy, fluency and expanding vocabulary. When it comes to reading, we want all of our readers to comprehend what they are reading, read with accuracy, be fluent readers and use strategies to expand their vocabularies. The teacher creates a schedule to meet with the students weekly (sometimes more or less depending on the needs of the students) for 7 to 10 minutes during the Daily Five rotations. While meeting with the small group or an individual student, the teacher first explains the strategy that the student will be practicing and how it is helpful, and then models it. The student reads a “good fit” book of his or her choice and practices the strategy. The student is asked to continue to model the strategy during independent reading as well. For the next meeting, the teacher assesses how well the student is using the strategy when he or she is pulled aside during Daily Five rotations. Each student receives a touch point, or score, for how he or she used the strategy while reading to the teacher. The beauty is that a teacher can have students of all abilities working on using a strategy at levels that would best support their individual reading goals. The groups are fluid, so once a student shows that he or she has mastered a strategy, he or she moves to a new goal. To help students practice at home, Parent Pipelines describe the strategies in detail. The school and home connections really help the student to continue to



grow in reading.

Technology

In 2013, CAPE invested in technology, spending over \$300,000 to purchase a new wireless system, iPads, Apple TV, wireless keyboards, apps, HoverCam document cameras, projectors, Smart Boards and Smart Response clickers. CAPE also purchased a number of online intervention programs, such as IXL, Café and Zingy Learning for science.

CAPE hired additional employees in our information technology (IT) department, which has created a great partnership with our teachers’ technology crew. CAPE’s technology crew meets weekly and has just finished working on our five-year technology plan. In addition to helping around campus with individual teacher’s technology requests and questions, IT staff also conduct training for teachers and specific grade-level bands. At the beginning of each year, the technology team sets a goal to determine our current levels of working hardware and teachers’ technology skills. The team sent out a web-based survey and asked the teachers 10 questions. They learned that a big area of concern for primary teachers was how to best integrate technology into their classrooms. A K-3 technology integration meeting was held where various websites were introduced along with lesson ideas and practical applications.

For the upper-grade levels, **Jupiter Grades** was added as an online grade book for teachers that facilitates communication between parents and students. Teachers in the upper grades were trained on how to use Jupiter Grades for grade reporting and assessment. There are many advantages to the program, and its implementation at CAPE has been extremely successful. For example, both parents and students can log on daily to view grades and progress throughout the school year. Parents can also opt to receive automatic updates about their children's grades on a weekly basis, either by email or text. Jupiter Grades also helps promote personal responsibility for students because they are able to see how much each assignment impacts their overall grades and can easily identify missing assignments. In addition, Jupiter Grades helps teachers communicate with parents and students more frequently. For example, teachers can easily send emails with updates about upcoming assignments or reminders about field trips. They can also email progress reports and behavior reports, if needed. Administration can also easily glance at overall grades to monitor school-wide student achievement and identify areas for improvement at all grade levels, as well as export report cards at the end of each grading term.

IXL is an online math program aligned to the California Common Core Standards that provides comprehensive coverage of math concepts and applications. CAPE students find unlimited practice problems specifically tailored to each required standard. IXL has helped provide a stronger foundation for our students, and we are looking into expanding it to include language arts next year.

Technology Plan



Zingy Learning is an online science program that CAPE piloted this year in grades four through eight. The program proved to be a great asset to the overall learning of the CAPE students. Through the use of technology, Zingy Learning allows students to learn the California science standards. In addition, it is an interactive program that gives students a deeper understanding of the science concepts taught in the classroom. Teachers are able to use the lessons to either preview or review concepts taught in class and the web-based program provides feedback to the teachers from student assessments given online. The students are able to take an assessment as many times as they want, but after every two times, they have to go through the entire lesson again. Since the program is web based, students can log in during class and at home. Teachers report that the technology allows them to see a student's progress, how many times he or she took a given assessment and the last time he or she logged on to the program. The students seem to enjoy Zingy Learning and learn a lot of information through the interactive lessons. The teachers feel that Zingy Learning is a wonderful way to bring technology into the classroom and is well-aligned with California Common Core State Standards.

CAPE has also worked diligently to integrate **Smart Board** technology into virtually every classroom in grades K-8. Teachers utilize the technology to plan a large number of interactive lessons that constantly challenge and motivate students of varying interests and abilities. In addition to simply providing the technology in the classroom, the administrators have provided training by true Smart technology professionals to guide and enhance each teacher's understanding of the system. Smart Board in the classroom provides several different benefits. First of all, it is engaging. Students love to be called on to come to the board and manipulate different features on the screen. Due to the Smart Toolkit and Teacher Exchange features, virtually any lesson can be brought to life on the Smart Board in a creative and fun way that interests every student. The second benefit is that the technology meets the needs of the 21st century student. At CAPE, the "P" stands for progressive. Smart Boards don't change the tried and true methods of teaching and learning that are a must, but they enhance it! As a progressive school, it is important for us to integrate technology to provide our modern-day students with the most up-to-date and real world experiences we can offer.

The newest addition to our Smart Board software collection is the **Smart Response** interactive system, which includes sets of clickers that allow teachers to set up questions and, through the handheld devices that children are holding, gain immediate feedback of students' understanding. The Smart Response clickers not only give teachers immediate results of classroom progress, but, depending on how a teacher wants to use them, the identity of who is answering each question can be completely anonymous. With this technology, gone are the days of the reluctant student who is afraid of saying the wrong answer in front of the entire class. This technology is great for teachers of all age levels as questions can be



simple true/false questions or more sophisticated text response questions.

Education is always changing. Smart Boards allow the teachers at CAPE to make progressive and positive changes to keep up with current times. These Smart Boards, which can be a benefit to every subject area and grade level, will continue to provide an engaging and rich learning experience for our students for years to come.

In 2013, we also added **Apple TV** to every classroom. With our Apple TVs, we can wirelessly stream the content on an iPad to any HDTV or Smart Board. The teacher can use it to lead a class brainstorm or walk everyone through a presentation. Our students can connect with Apple TV just as easily, giving them the ability to share projects and other work on the big screen.

We have also been replacing our Elmo cameras as they start to fail with our new **HoverCam** document cameras. The HoverCam product is a document camera and scanner combined into one, small unit. They are dramatically reshaping the landscape of both product categories with their high resolution, enhanced functionality and breakthrough price and performance.

CAPE also purchased 366 new **iPads** with syncing/charging stations in 2013, allowing for a 2:1 ratio of iPads to students in grades K-5, and a 1:1 ratio of iPads to students in grades six through eight. Everyone learns differently. Teachers can customize their students' iPads with materials that fit their levels and learning styles. The wide range of content across subjects and grades makes this customization possible. When using an iPad, a teacher can teach all of his or her students the same lesson in different ways.

In addition to the iPads, **apps** were purchased in 2013. The technology crew met with teachers and set up guidelines on how we as a community are going to purchase apps. During these meetings, it became evident that teachers were concerned that apps had to be carefully selected because we wanted our students to be producers not consumers. A system was established and put in place, and over 100 apps have been purchased.

School Culture

CAPE's administration tries to greet students every morning by the front gate. Teachers, support staff and administration are highly visible and actively seek to engage students in positive conversation.

CAPE students' work is on display in all classrooms, contributing to the students' sense of worth and achievement.

CAPE's Super Seven, mission statement and vision statement are visible in every classroom. Teachers review all three statements yearly with the students.



CAPE's Board of Directors highlights students' achievement in the areas of academics, athletics, arts and community service at its monthly board meetings.

CAPE's teachers, support staff and administration show school spirit when there are special activities that are being celebrated on campus.

CAPE's teaching staff has family outings during the summer months to enjoy down time together. Each summer, staff members pick a book and meet every other week to discuss the subject matter. In the summer of 2013, the book was Pathways to the Common Core.

Communication

Communication is a key component of any organization. CAPE takes great pride in its communication efforts. Although this is an area we are always trying to improve on, below are examples of all the ways CAPE communicates with its stakeholders.

- Weekly emails regarding upcoming events
- Daily announcements to the staff
- Weekly newsletters and email blasts from teachers
- School website
- PTSO website
- Weekly "calendar news" fliers every Wednesday
- Classroom websites
- Administration's open-door policy
- Parent conferences, both formal and informal
- Automated "robo" phone calls
- Classroom phone trees
- Surveys and polls
- Monthly PTSO meetings
- Monthly "chatter time" meetings between parents and administration
- Sign board outside the school
- Monthly letters from the co-directors

Professional Development

Providing ongoing, job-embedded and high quality professional development is a major focus for CAPE. Weekly collaboration time has been built into the schedule and is used to develop a professional learning community. Site-based data teams focus on creating and revising common assessments and using data to drive instruction. Each year, our staff has six full days and two half-days of mandatory professional development. The majority of professional development activities are focused on collaborating on ways to increase student learning.



CAPE has contracted with a variety of vendors that provide on-site staff development and support in the implementation of best practices related to Project-based learning, Storyline, technology, reading and writing interventions, and strategies.

CAPE contracts with the Ventura County Office of Education for trainings for teachers and administration in California Common Core State Standards (CCCSS), law, technology, safety, bullying and other areas to help teachers acquire the skills and knowledge necessary to be leaders on our campus.

Additionally, regular staff meetings have been redesigned to minimize the attention to administrative details and instead focus on “crew-led” professional development, including the following topics:

- CCCSS training
- Bullying
- iPad training
- Lab school
- Curriculum and instruction
- Intervention
- Specially designed academic instruction in English methodologies
- Responsive classroom
- GATE
- Depth and Complexity
- Responsive design

Progress on Action Plan Recommendations

CAPE implemented an action plan titled the Single School Plan for Student Achievement.

CAPE completed its initial visit in 2011, and at the time, the visiting committee made recommendations, which the school incorporated into its revised action plan. The recommendations were as follows:

1. Attract a student population that is more reflective of district demographics.
2. Develop a technology plan and address needs.
3. Create and implement a greater variety of parent engagement strategies.
4. Expand the repertoire of innovative, research-based instructional strategies.

*Home to School
Communication*

*School Newsletters
Website*

School Calendars



After the 2011 initial visit, CAPE was awarded the nomination for candidacy and started moving forward with the WASC self-study.

Progress on the 2011 visiting committee’s priority areas:

1. Attract a student population that is more reflective of district demographics.

School Calendars

CAPE has made a conscience effort to promote itself to the outside community. When compared to Pleasant Valley School District, the community where CAPE resides, four out of the nine elementary schools in the district have Hispanic and white populations very similar to CAPE (our two largest subgroups). CAPE is a lottery school, not a neighborhood school. We proudly have a 95% retention rate, and parents rarely choose to pull their students from CAPE except when moving out of the area. New families who wish to enroll their students turn in lottery applications each year. Those applications are entered into a web-based randomizer program and, when spots are open, the randomizer fills the vacant positions. Administration cannot control which names are pulled during the lottery process, so our goal is to get more applications from a more diverse group of students. As indicated by our lottery pool data in Chapter 1, our lottery pool has increased each year.

Single School Plan

- CAPE has looked for innovative ways to attract the outside community. CAPE advertised tour dates in the local newspaper and has placed an ad in the *Happenings* magazine. We want to make sure all families have an opportunity to tour our school and submit applications for the lottery.
- Since 2007, CAPE has set up booths at local festivals and community events. CAPE makes itself visible as often as possible to the surrounding community.
- In 2013, CAPE hosted a community 5k run. This is another example of bringing the community to our campus and educating the public of what CAPE has to offer students who attend this program.
- CAPE has increased its lottery pool every year since its inception.

Visiting Committee Report

2. Develop a technology plan and address needs.

CAPE’s technology plan was completed in the fall of 2013, and it is currently being reviewed by the state for approval. We are currently working on implementing this plan with the goal of improving academic success for our students. CAPE spent more than \$300,000 on technology

Visiting Committee Report



and staff development for the 2013-2014 school year. We also created and hired our own IT department and have technology support available to our staff daily.

- CAPE created a technology crew that developed the technology plan.
- Teachers were surveyed on the needs of the students and the school.
- In 2013, CAPE spent over \$300,000 purchasing new iPads, Apple TV, wireless keyboards, apps, HoverCam document cameras, projectors, Smart Boards and Smart Response clickers.
- CAPE purchased the online intervention programs IXL, Café and Zingy Learning.
- In 2013, CAPE purchased higher bandwidth and a new wireless system to help support all the new technology that has come online.
- In 2012 and 2013, CAPE hired additional IT support.

3. Create and implement a greater variety of parent engagement strategies

Parents are a vital piece of the educational team here at CAPE. We have the opportunity to have a stronger team because of the dedication our parents. CAPE's administration, Board of Directors and PTSO work collaboratively to bring new opportunities to our parent population to become involved in the school. Each month we hold parent seminar nights on topics ranging from healthy eating to homework habits to motivation. We have held mandatory parent participation trainings, which laid out all the training opportunities and how to be most effective when volunteering on campus. The PTSO continues to help fund programs that are run by parent volunteers and encourages new families to become instructors and helpers with their inner community outreach program.

4. Expand the repertoire of innovative research-based instructional strategies.

The teachers and administration at CAPE are always researching and discussing new strategies and curriculum to help meet the needs of their students. Each summer the teachers and administration choose a research-based text and meet every other week to discuss the book and how the strategy can be used to drive instruction at CAPE. The curriculum focus group meets each week and provides valuable trainings to both our faculty and parents.

- In 2011, administration developed "crews" for research purposes to expand our repertoire. Staff was asked to serve on a crew and train



staff during staff meetings.

- CAPE's culture crew has been researching bullying and conflict resolution. The crew attended workshops and conferences and led a staff training on this topic. The crew also developed surveys for the staff and students to find out how we can improve in this area.
- The instruction crew has been researching technology and developed CAPE's technology plan.
- The curriculum crew has been researching the new California Common Core State Standards and how we are going to implement Smarter Balanced testing, report cards and the purchase of new textbooks.
- The assessment crew has been researching strategies for helping students with difficult behaviors and effective SST procedures and policies.

Implementation and Monitoring of the School-Wide Action Plan

The school-wide action plan is designed to target the CAPE's specific needs. The school wide action plan is developed in conjunction with the faculty, administration and the school board. Administration updates the faculty, and the school board on progress toward achieving both state and federal goals outlined in the plan.

*Visiting Committees
Report*



Chapter 4

Self-Study Findings



Camarillo Academy
Of
Progressive
Education
“CAPE”

WASC 2014

Chapter 4: Self-Study Findings Focus Group A: Organization



Group Leaders Maryellen Lang
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Chapter Four: Self-Study Findings
Focus Group A: Organization

A1, Vision and Purpose: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected school-wide learning results and the academic standards.

Evidence & Notes

CAPE is modeled after the successful educational programs that were in existence for 30 years at Bedford Open School and Los Senderos in Camarillo. The basic philosophies remained constant; however, the application of the philosophy adapted to the changing technologies and latest research-based instructional practices. The first charter was approved by the Oxnard Union High School District (OUHSD) on June 20, 2007. The latest approval was in November of 2012 and allows the charter school to operate until June 30, 2018. CAPE was awarded by OUHSD the maximum allotted years (five) to operate without reauthorization.

Charter

The formation of our school vision was an exciting and powerful process: a dream of parents, teachers and students. This dedicated group sought an education for all children that would be student-centered, meaningful and connected to the real world. Each student, teacher and parent was empowered to assume personal responsibility for learning and for supporting the learning community.

CAPE vision

CAPE supports a comprehensive instructional plan by providing safe, nurturing and intellectually engaging surroundings where students are inspired to intrinsically value learning as they achieve social and academic success.

Teachers create a classroom environment that challenges and supports students' learning. Teachers at CAPE implement a standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles.

Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves



and others in their choices as they strive to become lifelong learners.

The mission of CAPE is to foster global, independent, creative thinkers who feel confident in themselves, are willing to take risks and work cooperatively. Together teachers, students and parents create and sustain an environment in accordance with the open school philosophy that sparks imagination, ignites a love for learning and encourages each individual to be and do the best that he or she can, enabling pupils to become self-motivated, competent and lifelong learners, equipped for the challenges of the 21st century.

The following philosophy, goals and responsibilities are the expectations at CAPE.

Philosophy

The premise of progressive education is to create a learning environment where students actively experience their education and are continually challenged in an ever changing, yet organized, setting. There is an active and cooperative partnership among parents, students and teachers where learning is for its own sake, for the joy of it and for its intrinsic value. Each student is held accountable for his or her own progress utilizing the support system of teachers and parents.

CAPE's philosophy is based upon a set of beliefs about children and how they learn. These beliefs include the premise that children have a natural curiosity and a desire to please, are motivated to learn and that these assets may be capitalized upon by careful planning to make education both interesting and successful. While in compliance with state standards, progressive education operates on the premise that children learn best when:

- 1) they believe in themselves and their abilities;
- 2) they are interested in learning;
- 3) they have opportunities to participate in the decision-making process; and
- 4) they are empowered to pursue an assignment to its completion.

Since children develop at different rates, the school provides the

CAPE Compact



opportunity to learn in a variety of ways. Each day is seen as an exciting new challenge and the activities of the school year are looked upon as a part of life, valued in and of themselves.

These conditions are seen as containing the potential to produce a student with a lifelong interest in learning, with solid experience in self-direction and goal selection, and with the confidence to succeed. Students will experience the value of community membership, and they will be equipped with the requisite skills: intellectually, physically, socially and emotionally.

Goals

The goals of CAPE are to:

- 1) help children develop skills in reading, writing and computation, and promote maximum intellectual growth in thinking and communicating;
- 2) promote creative thinking and expression;
- 3) provide an environment that facilitates the learning process;
- 4) encourage individuals' initiative to explore their personal interests, talents and abilities to the fullest;
- 5) expand students' sense of responsibility and respect for self and others;
- 6) nurture the desire to pursue learning for its own sake;
- 7) design learning opportunities to help each student develop a positive self-image and sense of personal fulfillment; and
- 8) involve students, parents, teachers, school staff and the community in the planning, implementation and evaluation of school activities.

CAPE Compact

Teachers' Responsibilities

The responsibilities of the teacher are to:

- 1) provide a classroom environment that offers each child the freedom to learn;
- 2) challenge children to become increasingly responsible for what

Teacher Job Description



happens in the classroom, to take risks and to involve and commit themselves to their own learning;

- 3) create a multi-sensory learning environment;
- 4) make learning an active process that engages and involves children in an environment that is activity-directed and teacher facilitated;
- 5) nurture and develop each child’s ability to make constructive choices and make positive use of both successes and failures;
- 6) have ongoing communication with students and/or parents, promoting the three-way partnership in the learning process
- 7) interact with all CAPE community members in a respectful and cooperative manner; and
- 8) provide a personalized assessment of each child’s progress, bearing in mind that the student is unique and that the purpose of evaluation is to strengthen learning.

Parents’ Responsibilities

The responsibilities of the parents are to:

- 1) take an active part in the implementation and ongoing support of the progressive alternative by fulfilling the volunteer commitment;
- 2) read, understand and adhere to the guidelines set forth in CAPE’s school handbook;
- 3) support the students in fulfilling their responsibilities;
- 4) nurture and develop their children’s abilities to make constructive choices and to make positive use of both successes and failures;
- 5) lend full support to the teaching staff, assisting when needed, in a cooperative effort to realize the objective of the program; and
- 6) have ongoing communication with their children and the teachers, recognizing and promoting that the progressive alternative supports the three-way partnership among parents, teachers and students in the learning process.

CAPE Compact

Parent Handbook

Students’ Responsibilities

The responsibilities of the students are to:



- 1) read, understand and adhere to the guidelines set forth in CAPE’s school handbook;
- 2) try their best and participate in the classroom and school program; and
- 3) interact with all CAPE community members in a respectful and cooperative manner.

CAPE Compact

Student Handbook

A2, Governance: The governing board has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school; delegates implementation of these policies to the professional staff; monitors results regularly; and approves the single school wide plan, the charter petition and the Local Control and Accountability Plan (LCAP).

CAPE’s Board of Directors is governed by written policies that provide oversight and decision-making authority without micromanaging the day-to-day activities of the students and staff.

CAPE Charter

As was approved in CAPE’s original charter document, the Board of Directors is composed of two parents, one community member and two non-administration teachers. The Board meets regularly - at least once a month - and in accordance with the Brown Act, including the publishing and distribution of its agenda at least 72 hours before regular meetings and 24 hours before special meetings.

The Board of Directors is fully responsible for the operation and fiscal affairs of the school, including but not limited to the following tasks:

CAPE by laws

- Hire, supervise, evaluate, discipline and dismiss the co-directors of the school.
- Hire, promote, discipline and dismiss all employees of the school after consideration of a recommendation by the co-directors.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies.
- Approve and monitor the school’s annual budget and budget



revisions.

- Act as a fiscal agent, including the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the school.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

Community members and parents representatives are elected by a simple majority vote of all parents/guardians of the current students of the CAPE. The community or parent members of the Board cannot also be employees of CAPE or related to any CAPE employees. CAPE seeks community members and parent members with expertise in areas critical to school success, including, but not limited to, education, school finance, fundraising, facilities, government, business and legal matters.

The teacher members are elected by a simple majority vote of all employees (full and part time) at CAPE. No teacher serving as an administrator (director) or serving as a bargaining unit representative (if



applicable) can be elected to the Board.

Board members serve a term of two years. No Board member may serve more than three consecutive terms in the same representative category. After serving three consecutive terms, an individual must take one year off before running for election again.

A3, Leadership and Staff: Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

The administration team and teaching staff meet on a regular basis to discuss student achievement. At the beginning of the year, the teams meet to review the scores of the state-mandated tests from the previous years and determine areas of focus for individual classrooms, grade levels and the whole school. Grade-level teams have also created standards-based benchmarks, and these scores are also discussed in teams to help determine areas that need to be addressed. The CAPE staff believes that assessments should drive instruction and that discussing academic scores in collaborative groups help student achievement. The grade-level data teams review all past assessments and report cards located in the student cumulative record, including, but not limited to the special education file, 504 file, SST file and assessment file.

Assessment Binder

Grade Level Binders

Does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

As a charter school, CAPE decided to include every teacher, administrator and staff member as an active participant of the school leadership team (in contrast to a traditional leadership team composed of only a few selected staff members). Everyone on our team helps make decisions based on sharing ideas and coming to a consensus. If there are issues with school-wide rules, they are discussed at a staff meeting and, brainstorming together, the team creates and implements a solution.

Staff Binder

Focus Group Binders

At the beginning of the year, teachers review scores from previous state-



mandated tests and find strengths and weaknesses, both school wide and by grade level. Working as grade-level teams, the teachers choose areas in which improvement is needed. Goals are then set by each grade level and discussed as a whole staff. These results are also shared with the CAPE Board, allowing the Board and administration to determine how to allocate funds to best support the needs of the teaching staff and students. Grade-level teams have also created benchmark assessments to be given as formative assessments throughout the school year. These tests are based on California standards, the new Common Core Standards and areas that teachers designate as focus areas when reviewing the previous year's scores from the state-mandated test.

Describe the process used to make educational decisions and to initiate activities that focus on all students achieving the expected school-wide learning results and academic standards.

The CAPE philosophy involves students, parents and staff working together to meet the school's expectations. The Board also stays involved by inviting staff and students to participate in board meetings to explain their involvement in such things as: speech tournaments, spelling bees, geography bees, Lego Robotics and Camarillo Academic Olympics. Board members attend these school functions whenever possible.

Our school Board is also always looking for ways to improve their knowledge in both educational practices and school law. The school Board strives to comply with the legal expectations of charter schools by inviting firms like Burke, Williams & Sorensen to make presentations on the laws surrounding the Brown Act. They have also asked professionals such as Ann Zachary (a special education advocate) to share their experience and knowledge with the school Board, administration and CAPE community. Board members have also attended school board seminars given by the California Charter School Association and our law firm.

A4, Leadership and Staff: A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction and ongoing staff development.

Board Agendas

PTSO Agendas

Focus Group Agendas



CAPE currently has 22 full-time credentialed teachers and six additional credentialed support staff. All of CAPE’s certificated teachers have valid California teaching credentials and are teaching in their current credentialed subject areas. All CAPE teachers are No Child Left Behind compliant, highly qualified and hold either CLAD or BCLAD certifications.

Chapter 1: staffing

Teachers at CAPE are required to hold a current California teaching credential equivalent to that which a teacher in a traditional public school would be required to hold. These documents are maintained and audited at both the school office and ExED, the firm hired by CAPE to handle “back office” responsibilities. Candidates interested in teaching at CAPE must possess the following:

Employee Files

- Bachelor’s degree (master’s degree preferred)
- Valid and current California teaching credential
- CLAD or BCLAD
- Armetis Training
- Department of Justice clearance
- TB clearance

When CAPE hires for a teaching position, the following steps will be followed:

- Paper application screening, including calls to references
- First-round interview with co-directors
- Applicant teaches a lesson, observed by co-directors (students are interviewed)
- Second-round interview with co-directors and grade-level team
- possible third-round interview

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience or ability qualifying them to teach in the areas assigned.

As mentioned, all of CAPE’s teachers maintain multi-subject credentials and are therefore within their areas of preparation for our non-departmentalized program. CAPE’s 7th and 8th grade teachers hold both

SARC



single subject and multiple subject credentials.

Describe any use made of regularly employed instructional assistants.

CAPE has two instructional assistants at this time. The instructional assistant assigned to the full-day kindergarten class is a California credentialed, multiple subject teacher. Her responsibilities include: helping run centers, gathering and creating materials to be used for instruction, taking students to different activities and assisting the teacher as needed. CAPE has a classified instructional assistant to help with CELDT and reading interventions at all grade levels who runs small reading groups during the day and helps the teachers with students who need additional assistance with reading outside the regular classroom. Although she is not a credentialed teacher, she has had multiple trainings in phonics, reading intervention and English-language learning strategies.

Staff Roster

Describe any regular use made of community volunteers.

CAPE has made use of volunteer hours from City Corps, Girl Scouts, Eagle Scouts and additional church and service groups that have provided facility improvement during off-school hours. No community volunteers are utilized during regular school hours.

Student to Teacher Ratios:

Grade level	Student: Teacher Ratio Current 2013-2014	Maximum Ratio
Kindergarten	20:1	20:1
1 st grade	20:1	20:1
2 nd grade	20:1	20:1
3 rd grade	22:1	22:1
4 th grade	33:1	33:1
5 th grade	33:1	33:1
6 th grade	33:1	33:1
7 th grade	33:1	33:1
8 th grade	30:1	33:1
Average Ratio	26:1	26:1

Budget

Describe the staff evaluation process.

All certificated staff (including administration) are responsible for



maintaining professional standards at all times. As administrators observe in classrooms or work settings, they have the responsibility to identify any concerns related to the professional standards.

Each year, all certificated and employees conduct self-assessments. The self-assessment is in each domain and sub-domain of the Continuum of Teacher Abilities. Using this Continuum, each teacher establishes goals and objectives focusing on their own performances for the year.

Employee Handbook

Certificated employees are not obligated to share their self-assessments with anyone. Employees sign the self-assessment completion form each year, stating they have completed the self-assessment and their goals and objectives for the year. It is the responsibility of administrators to provide support to teachers with respect to their goals and objectives.

Human Resource Binder

It is understood and agreed that the intent of evaluation is to maintain or improve the quality of education. It is further understood and agreed that this intent can be more readily achieved by a willingness on the part of the school to assist teachers in improving their professional skills. CAPE agrees that a fundamental premise for successful evaluations is the existence of mutual respect and confidence between the co-directors and the staff.

Evaluation of Teachers

Informal snap-shot observations are completed by administration monthly. Administration goes into each classroom at least three to four times per week. Administration collects attendance from the classrooms and is able to have a quick sense of what is happening in the rooms. The co-directors have found this to be very positive. The students and teachers are comfortable and accustomed to administration being in the classrooms, which allows for more accurate formal and informal snap-shot evaluations. Before administration started collecting attendance daily, both the students and the teachers would change their routine when administration walked into the room. By regularly being in the classrooms and visible, administration can get a clearer picture of the classroom structure and instructional practices.

Employee Handbook

Teachers who have worked for CAPE for three or fewer years are



formally evaluated by the administration in writing once every year. Teachers who have been employed by CAPE for more than three years are formally evaluated by the administration in writing once every two years, unless more meetings are requested. However, every teacher may receive yearly observations per discretion of the administrative team. Such yearly observations may be used as data by the co-directors in formulating the summary evaluation in the stipulated evaluation year.

If sufficient evidence exists during any given year that a teacher is in need of a yearly evaluation, the teacher will be promptly placed on a yearly evaluation. A Written Assistance Plan shall be jointly developed for a teacher being placed on a yearly evaluation. After the conditions of the assistance plan have been met, the teacher shall revert back to the normal two-year evaluation cycle.

Observation Report

- Each observation report shall be based upon at least one observation, lasting the majority of the lesson or activity period or longer, and shall be followed as soon as possible, within five working days, by a written report.
- The evaluatee or evaluator may request a conference to review the written observation report.
- Normally, three recorded observations shall take place, spaced throughout the school year, prior to any comments or judgments being included in the final evaluation.

Written Assistance Plan

(The Written Assistance Plan does not negate the At Will Employee Contract)

- A jointly developed Written Assistance Plan may occur at the teacher's request or may be required based upon observations made by the evaluator.
- Failure to reach agreement on any of the elements and/or components of the Written Assistance Plan shall necessitate that the evaluator and the teacher designate a third party, or parties, agreeable to both, to mediate the disagreement.



- The evaluator and evaluatee shall take positive action to correct any cited deficiencies.
- A Written Assistance Plan will remain in effect until the actions for improvement from the Written Assistance Plan are complete or until another Written Assistance Plan is developed.
- If, in the judgment of the evaluator, the conditions of the Written Assistance Plan have been met, the observation report(s) citing deficiencies shall be sealed in the evaluatee's file. A subsequent observation shall be substituted in its place.
- All incomplete Written Assistance Plans shall be reviewed at the annual pre-evaluation conference.

Final Evaluation

- The final evaluation shall be based on a summary of the pre-evaluation conference, observation reports, any necessary Written Assistance Plans and any other factors that relate to the teacher's performance.
- All teachers shall have the opportunity to respond, in writing, to the final evaluation.

Modification of Observation Parameters

During the course of the evaluation period, mitigating circumstances may arise which require modification of the evaluation parameters. The necessity for review of the evaluation criteria shall be determined by the teacher being evaluated and the evaluator, and the determination of new evaluation elements shall be arrived at with a waiver of the time limitations.

Hearsay

The evaluator shall not base the evaluation of a teacher on any information that was not obtained through established processes. Hearsay statements shall be excluded from written evaluations. Electronic listening or recording devices may be used for evaluation purposes only by mutual consent of the administrator and the teacher.



Teacher Response

The teacher shall have the right to initiate a written reaction or response to each formal evaluation or Written Assistance Plan. Before the end of the school year, a meeting shall be held between the teacher and the evaluator to discuss all written evaluations

A5, Leadership and Staff: Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

CAPE faculty and administration have six full-day and two half-day mandatory staff development days written into their contract each year. The majority of staff development activities are focused on increasing student learning, proficiency of standards, learning the new Common Core standards, differentiation and discipline.

Development topics include the following:

- Storyline
- Responsive classroom
- Responsive design
- Café
- Project-based learning
- Phonics
- English-language learning strategies/SDAIE
- Intervention/504 plans
- Special Education/IEP implementation
- Social studies
- Technology
- South Coast Writing
- Common Core implementation
- SBAC
- Learning to Play and Playing to Learn
- GATE
- Mandatory reporting
- Risk-management training
- Sexual harassment training
- Specific charter law and education code trainings

Professional
Development Binder



- Depth and Complexity
- Handwriting Without Tears
- Fontas and Pinnell

Describe the ongoing professional development at the school. How is it initiated?

Staff members are encouraged to attend professional workshops and conferences to grow professionally. New teachers, experienced teachers, administrators and support staff are all encouraged to participate in workshops sponsored by the Ventura County Office of Education, California Charter School Association (CCSA) and our law firm. New teachers are supported as they participate in the county's Beginning Teacher Support and Assessment (BTSA) program.

A6, Resources: The human, material, physical and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs to support students in accomplishing the academic standards and the expected school wide learning results.

The human, material, physical and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and school-wide learning results.

The financial revenue available to CAPE has been well-managed, resulting in the following improved services for students: a well-maintained facility; generous resources; smaller class sizes; technology funding; and unlimited access to several copying stations. A collaborative decision-making process exists between the staff and school leadership regarding resource allocation. The co-directors provide a projected budget and financial status report each year.

CAPE spends proceeds in the classrooms, believing such investments will positively affect student achievement. In 2013, CAPE spent more than \$300,000 on new technology and wifi updates. Teachers' salaries are higher than neighboring school districts' salaries, allowing CAPE to attract many highly qualified candidates.

CAPE is taking all areas into consideration for future financial planning.

CAPE Audit

Multi-Year Fiscal Projections



A7, Resource Planning and Fiscal Health Criterion: To what extent has the charter school’s governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Internal Controls

The following staff members are responsible for the following tasks regarding handling of money:

Counting Money – Ana Odell, office manager, and Diana Lorimer, health technician

Petty cash – Diana Lorimer, health technician

Bank Reconciliation – Karen Llata, accounts payable clerk

Deposits – Karen Llata, accounts payable clerk

Signers on the account and check writers – Doreen Learned, co-director, and Maryellen Lang, co-director

Checks over \$10,000 – two signatures required

Board Policies

CAPE by laws

CAPE Charter

The following staff members are responsible for the following tasks regarding ordering and receiving materials and supplies:

Preparing purchase orders for supplies – Karen Llata, accounts payable clerk

Approval of purchases – Doreen Learned, co-director, or Maryellen Lang, co-director

Inventory of received supplies – Ana Odell, office manager, Nancy Petrucci, office clerk or Jennifer Haliday, attendance clerk

Description of the budgeting process

Our budgeting process begins by looking at what our projected budget will look like for the next five years. The staff then looks at the available funds and discusses the differences between our wants and our needs. The budget supports our educational philosophy of helping every child succeed. After the budget has been prepared, it is taken to the Board for input and/or approval.

Our school annually prepares and submits the following reports to the county and our chartering authority:

1. On or before July 1, a preliminary budget.



2. On or before December 15, an interim financial report. This report reflects changes through October 31.
3. On or before March 15, a second interim financial report that reflects changes through January 31.
4. On or before Sept. 15, a final unaudited report for the full prior year.

CAPE Multi-year fiscal projections

CAPE - Camarillo Academy of Progressive Education
 Five Year Budget
 Prepared by ExED. For use by ExED and ExED clients only. © 2013 ExED

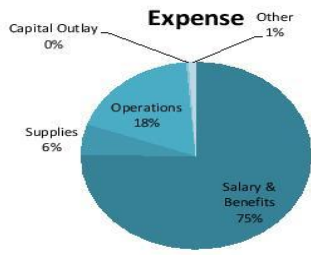
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrollment	502	576	576	561	570	570	570	570	570
ADA	479.09	544.58	553.83	544.26	541.50	541.50	541.50	541.50	541.50
% Free and Reduced			0%	6%	6%	6%	6%	6%	6%
% English Language Learners			2%	2%	2%	2%	2%	2%	2%
# of Teachers				22	25	25	25	25	25
# of Non Teacher FTEs					9	9	9	9	9
INCOME									
8011-8096 - Revenue Limit Sources	2,366,472	2,976,677	2,866,959	2,844,053	2,855,757	2,907,161	2,971,118	3,045,396	3,127,622
8100-8299 - Other Federal Income	35,080	125,479	731	1,204	-	-	-	-	-
8300-8599 - Other State Income	626,662	584,035	561,200	524,303	505,157	504,956	504,820	504,550	504,550
8600-8699 - Other Income-Local	82,280	17,338	12,479	4,377	3,283	3,283	3,283	3,283	3,283
Grants/Fundraising	140,724	119,873	102,787	105,000	82,000	82,820	85,305	87,011	88,751
8999 - Prior Year Adjustment	64,018	(126,820)	(49,221)	17,145	-	-	-	-	-
TOTAL INCOME	3,315,236	3,696,583	3,494,936	3,496,083	3,446,197	3,498,219	3,564,526	3,640,239	3,724,205
EXPENSE									
1000 - Certificated Salaries	1,420,784	1,551,018	1,442,993	1,505,340	1,540,098	1,563,199	1,594,463	1,626,352	1,658,879
2000 - Classified Salaries	270,789	298,122	302,811	343,372	393,454	399,356	407,343	415,490	423,800
3000 - Employee Benefits	479,908	625,017	662,692	522,963	469,049	474,769	482,044	489,575	497,374
4000 - Supplies	104,728	117,542	90,291	108,100	172,567	119,987	123,194	125,825	128,533
5000 - Operating Services	465,282	513,111	522,481	529,296	579,986	582,067	599,668	611,890	624,354
6000 - Capital Outlay	487	5,178	6,661	12,884	11,461	11,938	7,883	6,350	4,791
7000 - Other Outgo	25,793	30,407	30,855	30,810	30,875	31,389	32,029	32,772	33,594
TOTAL EXPENSE	2,767,771	3,140,396	3,058,783	3,052,765	3,197,490	3,182,705	3,246,625	3,308,255	3,371,325
NET INCOME	547,465	556,187	436,153	443,318	248,707	315,514	317,901	331,984	352,879
Ending Cash Balance	764,740	999,562	1,668,108	1,836,262	2,598,539	2,818,274	3,125,738	3,442,853	3,776,884
20% Reserve Target				610,553	639,498	636,541	649,325	661,651	674,265
10% Reserve Target				305,276	319,749	318,271	324,663	330,825	337,133
Actual Reserve (Net Income as a percentage of Expenses)				8%	8%	10%	10%	10%	10%
Ending Debt Balance					-	-	-	-	-

\$ 456,921

Note: The dollar amount listed above for Revenue Limit Sources includes funds from the Education Protection Account created by the passage of Proposition 30 in November 2012. Education Protection Account funds are estimated to be equal to 16% of total revenue limit in 2013-14. These funds will support instructional program expenditures (e.g. teacher salaries). Funds will not be used to support school administration and other EPA non-allowable expenses.

Per Pupil Revenue	6,604	6,418	6,068	6,232	6,046	6,137	6,254	6,386	6,534
Per Pupil Revenue without Grants/Fundra	6,324	6,210	5,889	6,045	5,902	5,992	6,104	6,234	6,378
Per Pupil Expense	5,513	5,452	5,310	5,442	5,610	5,584	5,696	5,804	5,915

	K-3	7-8	9-12
	5,192	5,433	6,287
	412	412	412
	5,604	5,845	6,699





Our audit was prepared by Vavrinek, Trine, Day & Co, LLP and is available to view in our office.

CAPE Audit

A8, Operational Standards and Procedures Criterion: Has the charter school developed policies, procedures and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards?

Policy manuals relating to handling of institutional funds include SACS code manuals, bank ledgers and equipment and materials procurement procedures.

Banks or other financial institutions where funds are held include City National Bank, Wells Fargo and California Credit Union.

Contracts Binder

Copies of insurance policies that cover fraud include:

- JPA (Joint Powers Authorities)
- Copies of contracts for services, leases, etc.
- Ricoh-Copiers
- PVSD
- Jim Gucciardo's web site
- Varinek, Trine, Day & Co., LLP, auditors
- ExED (Excellent Education through Charter Schools), back office services
- OUHSD's Memorandum of Understanding, charter authorizing agency
- School Tech Supply, computer support
- York, workers' compensation
- JHC, health insurance
- School Wise Press, School Accountability Report Card
- S.E.A.T.S., special education
- Jewish Family Services, counseling
- Special Education Local Plan Area, special education
- Mission Oaks Counseling and Wellness Center, counseling and charter education

Areas of Strength

- Administration, the CAPE Board and ExED work monthly on the budget of the school and how our funds are being utilized.
- CAPE has been able to keep six full-day and two half-day staff development trainings in the budget each year.



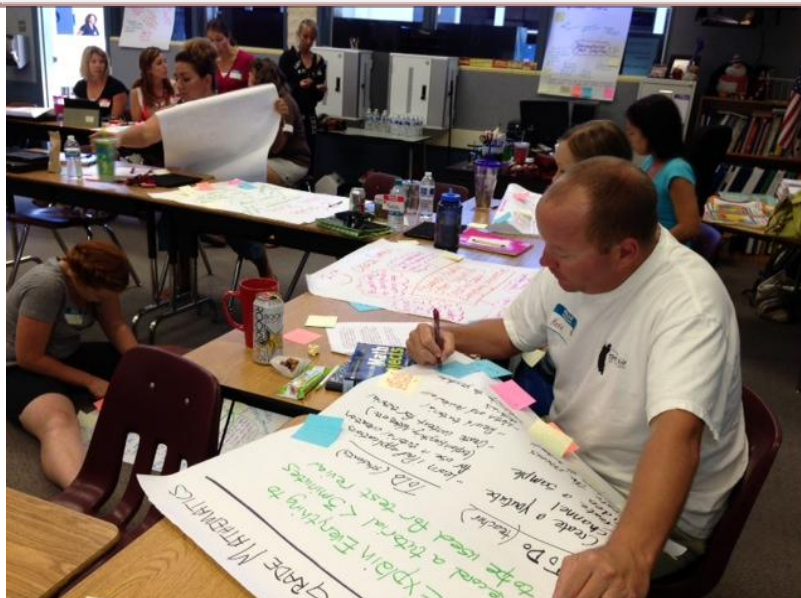
- CAPE has been able to provide whole staff trainings that help foster our mission and teaching philosophy.
- Our stakeholders know the school's vision, mission and super seven principles.

Areas of Growth

- We need to get more stakeholders to attend the Board meetings and provide feedback on our programs and budget.
- We need to find more time for administration to sit down with each grade-level data team to discuss assessments and interventions.
- We still have new employees who have not been fully trained by professionals in all the unique programs offered at CAPE.

WASC 2014

Chapter 4: Self-Study Findings Focus Group B: Curriculum



Group Leaders Kimberly Brown
 Jill McCrory

Group Members Kristy Curro Kiki Foster
 Michele Keefer Kevin Prendergast
 Julie White



Chapter Four: Self-Study Findings
Focus Group B: Curriculum

B1: All students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. Through standards-based learning (i.e., what is taught and how it is taught), these are accomplished.

The administration team regularly observes taught curriculum and monitors connection of lessons to academic standards, as well as reviews and maintains lesson plan files for every teacher. At team meetings in the fall, teachers write goals for their classrooms that reflect the expected school-wide learning results. Teachers identify, implement and supplement instructional materials and review relevance through frequent collaboration meetings.

Teachers create an assessment calendar that drives instruction in the classroom. Teachers implement, create, monitor and record formal assessments such as tests, quizzes and writing prompts on a regular basis. Teachers also realize that, as important as formal assessment is, performance indicators are also supplemented and supported by informal authentic observation practices and by regular parent conferences and communication letters.

CAPE believes that learning best occurs when instruction is delivered in a manner consistent with a progressive philosophy. The premise of CAPE's progressive education is to create a learning environment where students actively experience their education and are continually challenged in an ever-changing, yet organized setting. There is an active cooperative partnership among parents, students and teachers, where learning is for its own sake, for the joy of it, and for its intrinsic value. Each student is held accountable for his or her own progress while utilizing the support system of teachers and parents.

The CAPE philosophy encourages each child to actively participate in his or her education. Building self-esteem through personal responsibility is a primary focus. If children feel good about themselves, they will be more open to learning. CAPE provides safe, nurturing and intellectually

Evidence & Notes

Staff Meeting
Agendas

Assessment Binder

CAPE Charter

Vision Statement



engaging surroundings where students are inspired to intrinsically value learning as they achieve social and academic success. The instructional program shall conform to California Common Core State Standards.

The teachers and Board of CAPE shall continually assess the implementation of its curriculum. The goal of the school is to ensure that every child is successful. Strategies for accomplishing this goal include staff development and training, faculty meetings, articulation among staff members, observation of classroom instruction, parent surveys and a continual review of assessment results.

Teachers create classroom environments that challenge and support students' learning of standards-based curriculum while promoting diversity, creativity, cooperation and individual learning styles. Parents and teachers work as partners to guide and encourage students to become positive, responsible, contributing citizens who value themselves and others in their choices as they strive to become lifelong learners.

Attached as Appendix B, please find curriculum for the core subjects and the health, and visual and performing arts programs that is used at CAPE.

Some of the key instructional programs and methodologies are as listed below.

Project-Based Learning – At CAPE, we believe that learning best occurs when utilizing project-based learning methodologies. Project-based learning is an instructional approach developed at the University of California, Los Angeles that builds upon authentic learning activities that fully engage students in their areas of interest. These activities are designed to answer questions and solve problems. Project-based learning teaches students the 21st century skills described above, while delivering content based on the state standards in core areas. These skills include, but are not limited to, problem solving, citizenship, organization, time management, group participation and leadership skills. The student utilizes high-level thinking skills while the teacher facilitates and guides the learning toward more and more sophisticated questions and answers. Project-based learning is generally done in groups of students working together in teams, which allows students to express and listen to ideas and opinions, make team decisions, and consider and learn from project outcomes.

Classroom
Observations

CAPE Charter



Storyline – The Storyline method is a structured approach to learning and teaching that was developed in Scotland. The Storyline method asserts that: knowledge is complex and has many layers; learning is guided by one’s prior knowledge and experience; and learners construct their own meaning through action and experience. This method of teaching builds on the key principle that learning, to be meaningful, has to be memorable, and that by using a learner's enthusiasm for story-making, the classroom, the teacher's role and learning can be transformed. The Storyline method also allows teachers to bring all facets of the curriculum (including science, math, language arts and history) together as an integrated whole, while providing opportunities for active learning and reflection as essential parts of effective learning and teaching. Lastly, the Storyline method gives learners a powerful sense of ownership of their learning.

Everyday Mathematics – Everyday Mathematics is a research-based curriculum developed by the University of Chicago, School Mathematics Project for Grades K-5, which was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. Using the Everyday Mathematics curriculum, CAPE’s students learn math through a hands-on, practical approach that utilizes math games and parent involvement to promote higher-level thinking. Students develop conceptual understanding and problem-solving skills in arithmetic, data, probability, geometry, algebra and functions; link mathematics to everyday situations; link past experiences to new concepts; participate in hands-on activities and explorations; and use and share multiple strategies.

Information Literacy – By focusing on information literacy, CAPE helps students develop the ability to recognize when information is needed, locate and evaluate the credibility of the information, and effectively use information. Students learn to complete research by using the Internet in a safe and effective manner. The teacher utilizes technological tools to guide students in judging sources, recognizing valid or invalid sources of information, and judging the sources’ accurate communication of the truth. A final product can be presented to the class with the students using PowerPoint and/or Microsoft Word software. Information literacy is used to complement project-based learning. Through information literacy, CAPE promotes the skills, knowledge and attitudes that allow



students to develop effective lifelong information awareness, including strategies for seeking, managing and presenting information.

Depth and Complexity – The teacher differentiates his or her instruction within the scope of one lesson. Differentiated instruction is the manner in which each teacher modifies the core curriculum and design strategies to address the unique needs of each student. The teacher modifies what students will know (content); how students will think (critical, creative and problem-solving skills and processes); how students will access and use resources (research skills); and how students will summarize and share their learning (products). This educational approach is effective in teaching all levels of learning in one classroom

Physical Education – The standards-based physical education program at CAPE incorporates regular activity into the day and promotes physical health. Students experience a wide variety of movement skills and patterns and participate in challenging, developmentally appropriate activities that improve strength and endurance and help students understand the benefits of different types of exercise. Students are also encouraged to take positive risks, develop confidence and accept and appreciate the individual differences among classmates.

Music – Research clearly shows a link between musical knowledge and understanding of academic concepts, particularly: spatial-temporal reasoning, ratios, fractions, proportions, thinking in space and time, and reading. For example, experts in musical theater and choir have come to our campus to teach music lessons to individual classes that allow children to have hands-on experience with making and understanding music. Throughout the school year the children perform for their parents and fellow students.

Junior Great Books – Junior Great Books is a pull-out program in which the pupils read and discuss great works of literature. The program develops a love of reading, builds upon the child's personal experience, and allows for the development of a respect for the ideas of others within a group dynamic.

Composer of the Month and Artist of the Month – Volunteers introduce students to the biographies and work of the chosen composer and artist for each month. Each month, the students create pieces of art that use the



style and techniques of the chosen artist.

Mini-Courses – Mini-courses are elective-type classes where parent and community volunteers come to the campus once a week for four weeks and teach courses reflecting the volunteers’ interests. Past courses have included dance, cooking, the culture of India, rocketry, quilting, Hawaiian culture, paper crafts, scrap booking, meet the press and many others. These courses serve to widen children’s awareness, introduce them to new experiences and help them gain confidence by learning new skills or developing areas of expertise.

Common Core State Standards (CCSS) Implementation

CAPE is dedicated to students' success. We believe the Common Core State Standards (CCSS) will complement our current curriculum, assessment and ongoing professional development plans. CAPE has created a CCSS steering committee to align instructional materials and curricular units to the CCSS and redesign data, assessment and accountability systems to reflect the expectations in the CCSS. We are also working on mobilizing supports for student with disabilities and general education students who require additional academic support. Through shared leadership, we will co-design self-sustaining practices that promote student-centered, inquiry-based learning. Our focus has always been on critical thinking and effective communication. These skills will serve as a gateway for CAPE students to become innovators in the 21st century workforce. We welcome the learning opportunities the Common Core State Standards will bring to our school.

CAPE is following the recommended CCSS timeline set by the California Department of Education. Teachers will participate in professional development focused on understanding the intent and content of the new standards and focusing on instructional practices to prepare for full implementation of the CCSS. The CCSS steering committee will provide sample units and implantation strategies to the teaching staff during weekly collaboration time.

B2: All students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

Focus Group
Curriculum Binder



All students have equal access to supplies and learning materials to ensure all students have the opportunity for success. Each classroom is equipped with the appropriate number of desks, textbooks and instructional materials to meet classroom needs. Additionally, students have access to computers by means of classroom computers, laptops and netbooks. Starting in 2013, each student in grades six through eight has an iPad assigned to them, and in grades K-5 an iPad is assigned to each pair of students. This integration of computers and iPads for research, presentations and overall skill development enhances the students' overall learning experience.

Classroom
Observations

Our school provides standards-based, differentiated instruction to meet the needs of all learners. Teachers utilize hands-on activities from Everyday Math and FOSS, learning contracts, IXL, Zingy Learning “Opportunity to Improve” sessions, small-group centers and after-school intervention to meet our students' academic needs and variety of learning styles. For students needing additional assistance, we have a reading specialist, speech/language specialist and resource teacher on staff. These specialists work with students individually and in small groups, and collaborate with teachers and administration.

Development of personal interest is done by offering students choices in their learning. Twice a year students select mini-courses that suit their interests. Parent volunteers and community members share their expertise with students free of charge over a set of four classes. Mini-course topics have included: guitar, drums, ballet, hip hop, scrapbooks, hands-on science, nutrition, yoga, basketball and gymnastics. Middle school students participate in electives that include: reality in the classroom, yearbook, newspaper and art. We also offer students a variety of extra-curricular activities, such as comic club, math club, band, flag football, basketball, volleyball, soccer, robotics, Camarillo Academic Olympics, Geo Bee and Spelling Bee.

Mini Course Binder

Within our curriculum and enrichment, students also get exposure to life beyond school. We use the Scottish Storyline method to teach common core state standards in a real-life, meaningful context. Students also learn about the fine arts with our artist and composer of the month program. CAPE has a yearly family math and science night. We also have career day, which provides students opportunities to hear from and talk to



professionals doing the jobs they want to do. By providing students a solid academic foundation that includes proven teaching methods, choice and real life connections, we are helping our students to obtain the lifelong skills that will help them successfully transition into adulthood.

Students who are academically low- or high-achieving have unique needs that must be addressed by any successful program. CAPE will identify these students based on assessment data, teacher observations or recommendations, parent observations or recommendations, CST results and other observable academic factors.

The curriculum and instructional programs outlined below are designed to address the needs of **academically low-achieving students**:

Depth and Complexity - This program inspires low-achieving students to rise to their aspirations. Although the teacher differentiates the lessons, a student is not limited to an assigned group. The teacher tailors his or her lessons to meet the needs of all the levels represented in the classroom.

Project-Based Learning – Project-based learning levels the academic playing field. Low-achieving students perform at their level while addressing the same assignments as the other students. A low-achieving student works on the same project as his or her classmates but conducts the project at his or her level of performance. A low-achieving student has the same opportunity to be successful as anyone else in the classroom. The hands-on nature of this form of learning captivates and holds the attention of the learner.

Storyline – The teacher takes a piece of curriculum and builds a story, or “living experience” around it. Experience has shown that this hands-on approach captures and keeps the attention of the low-achieving student, thus creating the best environment conducive to learning. The teacher begins by discovering what the low-achieving student already knows or has experienced. The teacher drives the program, creating key questions designed to inspire group or individual problem solving and ensures that the California Common Core State Standards are taught at the same time. Since the program starts by utilizing the familiar— using examples from the students own life—and then uses the students’ questions to build the learning experience, it ensures the information’s relevance to the low-achieving student’s understanding and thus creates a tailored, ideal

CAPE Charter

Intervention Binder

Project Based Binder

Storyline Binder



learning environment for that child.

An example was a “toy store” storyline in which the children worked together to create a toy store in their classroom. One problem was to create a “sliding door” that worked like a real toy store door. A child who had been designated as academically low-achieving was able to solve the mechanics of this dilemma, which earned him the respect of his peers. He was able to learn and contribute at his level within the storyline.

The curriculum and instructional programs outlined below are designed to address the needs of **academically high-achieving students**:

Depth and Complexity – Through depth and complexity, the high-achieving student is able to work at a higher cognitive level, synthesizing information in the manner described in Bloom’s Taxonomy. Due to the individualized nature of instruction, the high-achieving students have at their disposal the materials and information necessary to create work products at their level without being held back by the achievement levels of classmates.

Project-Based Learning – High-achieving students perform at their level in addressing the same assignments as the other students. A high-achieving student works on the same project as his or her classmates but conducts the project at his or her level of performance.

Storyline – The teacher begins by discovering what the high-achieving student already knows or has experienced. The hands-on experience for this pupil takes this background and builds upon it, allowing the high-achieving student to continue developing and learning at a higher level, unlimited by the constraints of the skill levels of fellow students. The teacher’s role is as facilitator, leaving the problem solving to be done by students. The high achiever is free to take the next step and apply his or her knowledge to real-world situations.

An example was in a second-grade “community garden” storyline. A high-achieving student with exceptional math skills volunteered to do the budget. He built on his knowledge and experience to create pie graphs, charts and scenarios; he was able to go beyond what the other pupils were doing, yet interact with this group in a positive fashion to move the



project along.

Independent Contracts – Contracts between the high-achieving student and his or her teacher allow the child to complete extra projects, reports and study independently outside the classroom.

Plan For English Learners

Overview

CAPE is committed to closing the achievement gap between English learners and English-speaking students. In order to do so, CAPE plans to use several techniques, including intensifying for English learners the strategies used for the entire class. CAPE provides after-school intervention groups and pull-out opportunities with a reading support specialist. CAPE uses extended activities during the day to give English learners additional opportunities to speak, read and write in English. When possible, CAPE involves the parents in the process by making them stakeholders. If a child is eligible, we apply for and use migrant education resources.

CAPE meets all applicable legal requirements for English learners as they pertain to annual notification of parents, student identification, student placement, program options, English-language and core content instruction, teacher qualifications and training, re-classification of students to fluent-English-proficient status, the monitoring and evaluation of program effectiveness and standardized testing requirements. CAPE implements policies to ensure the proper placement and evaluation of English learners and proper communication regarding the rights of English learners and their parents.

Strategies for Instruction and Intervention for English Learners

All CAPE teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English-language learners. SDAIE is a set of strategies that is used to make content instruction in English more comprehensible to English learners.

By using instructional strategies that provide multiple accesses to the core curriculum, SDAIE is a highly interactive and engaging teaching program that aligns itself to the academic needs of English learners. SDAIE strategies include, but are not limited to, the following:

EL/CELDT Binder

Staff Binder



Emphasis on the Academic Language – Emphasis on the academic language is the key instructional component in SDAIE. The goal is not to develop general English-language skills, but to develop the use of, and proficiency in, the academic language of the content areas. This key component of SDAIE is the same for all students—English-only speakers and English learners. Teachers ensure that the academic language is mastered, thereby obtaining evidence of learning. To facilitate mastery, teachers implement two essential “best instructional practices”: posting the academic language and using the academic language. In posting, words are organized by categories of meaning, such as putting together the words “clean, tidy, neat, spotless, immaculate, impeccable, scrubbed, disinfected, sterilized, and pristine.” The teacher reinforces this by consciously and constantly using the academic language, and requiring that all students express themselves using the academic language, too.

Active Learning – Students constantly give the teachers evidence of learning by completing observable actions and behaviors that the teacher requests. Throughout the lesson, the teachers plan educational activities that give students opportunities to: observe, recognize, locate, identify, classify, practice, collect, distinguish, categorize, repeat, match, show, select, construct, assemble, arrange, put things in order, name, recall, give examples, draw, organize, decide, describe, tell, imagine, restate, create, appraise, dramatize, contrast, compare, question, map, discriminate, list, underline, review, interpret, compose, dictate, point out, record, report, predict, express, plan, evaluate, relate, generalize, demonstrate, outline, summarize, suppose, estimate, judge, explain, debate, illustrate, infer, revise, rewrite, assess, interpret, justify and critique. The process of requesting these types of observable actions and behaviors are similar to the methods used by CAPE’s faculty in implementing Everyday Mathematics as well.

Assessing/Tapping Prior Knowledge – Teachers become familiar with the background knowledge that students bring to the learning situation so they can emphasize what students already know, have experienced and are familiar with, and can build on that prior knowledge, experience and familiarity. Visuals, realia, posted academic language from previous lessons, various connections to prior knowledge, experience and familiarity are essential components of all lessons, and the basis of project-based learning, the Storyline method and CAPE’s commitment to Depth and Complexity.

Collaborative Problem-Solving and Cooperative and Other Groupings – Teachers plan instruction through educational activities that provide for flexible groupings of students to meet specific purposes, such as: pre-production, early-production, speech emergence, intermediate fluency



and fluent English speakers. Teachers implement varied instructional activities where heterogeneous students can work productively.

Cultural Affirmation and Multicultural Perspectives – English learners and English-only students all bring to each and every lesson their prior knowledge, their own experiences and their cultural backgrounds. Teachers acknowledge and affirm the value of each student to the cooperative effort of the lesson by acknowledging the individual contributions of each student. Teachers expand the limited experiences and knowledge of each student to include the contributions of many individuals from many backgrounds to the advancement of knowledge.

Demonstration and Modeling – The key role of the teacher is to demonstrate and model all the behaviors to be learned in the lesson, especially the verbal behaviors expected to be mastered by the students, which is the language of the content areas. Often the teachers are the only role models that students will ever come in contact with for the language of the content areas.

Graphic Organizers Prior to Reading – Prior to reading a passage or selection, the teacher facilitates the understanding of: the language of the content areas; the language of new reading selections the students are about to read; and all words students do not know that are used in what students are about to listen to or read. The teacher helps students acquire, practice, develop, learn, and master 95% to 100% of the new vocabulary prior to listening to or reading particular passages. The teachers utilizes instructional activities that, through visuals, manipulatives, realia, dramatization or other means, help students master the new academic vocabulary before the beginning of each lesson. Graphic organizers can be used to help students become aware of what they know and the new words they are about to learn. For younger English learners and for all young learners, graphic organizers can be used with pictures instead of printed words. Students are then ready to read the selected passage, and they will do so with 100% understanding the first time around.

Integrating Listening, Speaking, Reading and Writing Across the Curriculum – Listening, speaking, reading and writing are implemented through all instructional strategies described above, creating effective practices within SDAIE for all students, both English-only and English-language learners. The teachers also utilize program-specific storylines and project-based learning to supplement these SDAIE methods that allow students to:

- listen to the new academic language of the lesson as the teacher uses visuals, manipulatives, realia and other means to physically convey the meaning of the academic language;



- speak the new academic language through active instructional activities;
- see—in posted graphic organizers or categories—the new academic language; and
- write about what they have learned through expressive writing and answer textbook questions in their own words.

Higher Order Thinking Skills – CAPE’s teachers look for evidence of these skills through observing active learning and through the use of Depth and Complexity.

Questioning Techniques – The teachers promote all of the SDAIE strategies through questions and the students’ active responses, thus creating an active learning environment. Through their questions, the teachers monitor the students’ use of the language of content areas. Questions are used to assess prior knowledge and allow teachers to provide new information to students while demonstrating and modeling the use of the academic language. Questions can be tailored to all levels of thinking skills and can give students the opportunity to listen and to speak. By choosing the right question appropriate for each student’s ability and rewording when necessary, teachers can promote learning while at the same time allow students to experience success. For example, the same question can be asked in four different ways for different cognitive levels:

- Who was the 22nd president of the United States?
- Who was the 22nd president: Nixon, Cleveland, John Quincy Adams or Zachary Taylor?
- Who was the 22nd president: Abraham Lincoln, Reagan, John Adams or Cleveland?
- Cleveland was the 22nd president of the United States, right?

The Teacher is a Facilitator of Learning – Teachers are constantly interacting with students in their primary role of facilitators. Using visual aids and manipulatives, and verbal and non-verbal cues, teachers guide students into practicing the academic language as they acquire the concepts represented by the words.

Areas of Strength

- Teachers are familiar with the Common Core State Standards.
- Our instruction, methodology and philosophy already are well-aligned to the Common Core State Standards.
- Grade-level teachers collaborate to strategize for the implementation of the Common Core State Standards.
- Teachers are enthusiastic about, and committed to, professional development.



Areas for Growth

- Each grade level needs to align assessments to Common Core State Standards.
- All report cards need to be aligned to Common Core State Standards.
- Research needs to happen on curriculum choices and Common Core State Standards.
- Teaching materials need to align with Common Core State Standards and the textbook adoptions.

Focus Group: Curriculum Timeline, 2012 - Current

Summer 2012	VCOE professional development in math, two-day event
October 2012	Common Core Group began to meet regularly to discuss purpose of the standards and strategies for implementation.
November 2012	Math conference in Palm Springs, five teachers over grade span
March 2013	Planned for parent night, scope and sequence among grade levels and posted.
March 2013	We posted link on CAPE website with the Common Core standards and the California Common Core Parent Handbook.
May 2013	Reviewed goals for staff development day when staff returns to campus in August.
May 2013	Decided on Common Core summer book (<u>Pathways to the Common Core</u> by Lucy Calkins).
June through August 2013	CAPE staff met four times during summer to discuss book in depth.
Summer 2013	Some CAPE teachers attended two-day Common Core Training at VCOE.
September 2013	Discussed Parent Training Common Core Night and made a plan to inform parents about the upcoming meeting. Reviewed and discussed Parent Roadmap pamphlet and had it reviewed, approved and printed.
October 15, 2013	Common Core group presented to staff the information that was to be addressed at Parent Night.
October 16, 2013	Common Core ran Parent Night, a training for parents in regards to Common Core.
November 12, 2013	Met as a group to discuss staff meeting agenda.
November 12, 2013	Conducted CAPE staff meeting and reviewed writing kits.
January 2014	Common Core group met three times to review goals for five-year plan.

WASC Focus Group Goals (Curriculum):



Professional Development:

- Book Club
- Workshops/ Conferences
- Staff Meetings

Professional Development Timeline :					
Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Book Club	Familiarized ourselves with and discussed Common Core. Read <u>Pathways to the Common Core</u> by Lucy Calkins and had four book club discussions.	Vote on Common Core book in the area of Mathematics or Language Arts based on need.	Reflect on needs and vote on Common Core area where further support is needed.	Reflect on needs and vote on Common Core area where further support is needed.	Reflect on needs and vote on Common Core area where further support is needed, with a focus on science.

Professional Development Timeline :					
Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Workshops/ Conferences	Teachers attended trainings in math at county and state levels.	Teachers attended summer workshops and fall conferences in math and science. Teachers attended Smart Board training classes focusing on interactive lessons and formative assessment ideas.	K-3 teachers attend conferences along with other educators from other grade levels in the areas of language arts and mathematics. Further Smart Board training in areas of need.	Teachers attend Storyline and project-based learning training with the focus on history.	Reflect on needs as a community.



Professional Development Timeline :					
Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Staff Meetings	Teachers reviewed the Common Core standards focusing on changes within their grade levels.	Common Core focus group trained teachers on the Common Core Standards and shared information for parent presentation. Also provided resources for teachers to share with parents.	Teachers will have implemented the new Common Core standards and testing. Feedback on teachers' needs will be discussed at this time and used to plan future staff development.	Survey teachers, hold meetings and reflect on needs. Teachers will review changes and inventory needed materials.	Survey teachers, hold meetings and reflect on needs. Teachers will review changes in science and inventory needed materials, including FOSS kits.

Implementation:

- Math practices
- Next Generation Science Standards
- Writing
- Social studies
- Inventory and adoption of materials

Implementation Timeline :					
Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Implementation	Focus on new writing standards.	Implement new writing program and emphasize informational text.	Focus on language arts and math standards and practices. Teachers will review math curriculum and	Focus on science practices. Teachers will inventory science materials and conduct cross collaboration on new areas of content instruction by	Implementation of science and curriculum adoption. Investigate changes to Common Core in social studies.



			inventory math materials to be sure they are aligned with Common Core.	grade level.	
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Assessment:

- Smarter Balanced
- Benchmarks
- Report Cards

Assessment Timeline:

Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Smarter Balanced	Teachers become familiar with the testing format and practice tests.	Students participate in pilot language arts and math tests.	Implementation and teacher training provided following reflection of 2013-2014 test pilot.	All qualifying students take Smarter Balanced test using required technology.	Research assessment plans for science and social studies.

Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Goal Category: Benchmarks in Alignment with Common Core Standards	N/A	Teachers begin to adjust benchmarks in language arts and math.	Teachers will review and modify adjustments made in language arts and math.	Teachers will review and modify adjustments made in language arts and math.	Teachers begin to adjust social studies and science benchmarks.

Years:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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Goal Category: Report Cards	N/A	Teachers begin to adjust report cards to align with Common Core.	Teachers will review and adjust their grade level report card.	Teachers will review and make adjustments to their grade level report card as needed.	Teachers will review and make adjustments to their grade level report card as needed.
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WASC 2014

Chapter 4: Self-Study Findings Focus Group C: Instruction



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**Chapter Four: Self-Study Findings
Focus Group C: Instruction**

C1: To achieve the academic standards and the expected school-wide learning results, all students are involved in challenging learning experiences.

CAPE’s philosophy is one of intrinsic motivation and creating lifelong learners. We believe that all students can be challenged and will rise to the high expectations that we as educators set for them. The teaching staff at CAPE knows their students very well and what motivates them to work to their fullest potential. They provide differentiation within the regular lesson and are able to have students go into depth on topics that are of particular interest. All students are involved in challenging learning experiences to ensure academic achievement as well as the expected school-wide learning results. Our school provides a standards-based curriculum whose focus is to meet the varied needs of our population. This is done through open-ended questions, hands-on activities and project-based learning. Some examples of this curriculum are Everyday Math, Holt Math, Storyline, Project-Based Learning, FOSS Science, and artist and composer of the month.

Many programs are offered at our school that are specifically designed to meet the individual interests and needs of all our learners. Some examples of such programs are mini-courses, Camarillo Academic Olympics, Spelling Bees, Geo Bees, Robotics Team, Band, Junior Great Books and curriculum-based field trips. We also offer remedial programs to meet the needs of students who need extra support. These programs include Opportunity to Improve, which allows students to complete missing assignments and gives students extra time to finish work. We have a reading specialist, a resource specialist, and a speech and language specialist who meets with students individually and in small groups. After-school intervention groups for reading and math are also offered to students.

CAPE students can be seen daily engaging in the curriculum through a variety of means including: hands-on activities, small group instruction, homogeneous and heterogeneous grouping, big and little buddies,

Evidence & Notes

Assessment Binder

Grade Level Binders



extension activities, Storyline, open-ended projects and Depth and Complexity. The co-directors are in the classrooms each day picking up attendance and get the opportunity to see firsthand the excitement happening in the rooms. By observing student work and student participation, it is evident that our students are engaged in challenging learning opportunities on a regular basis.

The co-directors complete informal “snap shot” evaluations each month. Classroom analysis confirms that CAPE teachers and students are engaged in rigorous teaching and learning focused on both the California state standards and the new Common Core standards. Observation data reveal that student engagement in the learning process is over 95% and that CAPE teachers use a variety of instructional strategies to meet the needs of our diverse population.

The observation snap shot looks at nine areas:

- Instructor models instructional tasks when appropriate.
- Instructor provides explicit instruction.
- Instructor engages students in meaningful interactions with language during lesson.
- Instructor provides multiple opportunities for students to practice instructional task.
- Instructor provides corrective feedback after initial student responses.
- Instructor encourages student effort.
- Students are engaged in the lesson during teacher-led instruction.
- Students are engaged in the lesson during independent work.
- Students are successful in completing activities at a high level of performance.

Assessments occur both informally and formally on a regular basis in all core subject areas. Teachers meet during collaboration time to plan common assessments and to examine common assessment data. In grade-level data teams, teachers plan, design, administer and evaluate student assessments. Student data are viewed through item analysis charts in which each standards-based question is measured for understanding. The results of the data are then used to drive instruction, plan differentiation and re-teach.

Teacher Handbook

Assessment Binder



Our school provides daily collaboration time to focus on specific strategies to challenge all students. All grade-level teams meet on a weekly basis to focus on curriculum, interventions and assessments to challenge all learners and offer support to those who may need additional assistance to grasp the curriculum. Our focus groups meet each week to discuss their content areas and ways to help the school move forward. Each focus group is responsible for providing staff trainings during staff meetings once a month.

Schedules

C2: All teachers use a variety of strategies and resources, including technology and experiences beyond textbooks and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

The staff at CAPE uses a variety of strategies and resources to ensure the quality of their teaching and the continuation of their professional development. The administration plays a vital role in keeping teachers accountable for their professional development. All teachers are required to turn in their lesson plans weekly to the administration. At the beginning of each school year, every teacher meets with the co-directors to discuss specific goals they have for their students and their own teaching that are based on the California state standards, the new Common Core State Standards and the California Standards for the Teaching Profession. These goals are monitored and revisited throughout the year through formal and informal observations by the co-directors.

Grade Level Binders

Teachers are also required to communicate with the co-directors at the end of each trimester through their class’s assessment results. This communication allows teachers and administration alike to monitor student progress regularly as well as collaborate on possible strategies to better meet the needs of all students. At the end of the year, each teacher again meets with the co-directors to discuss that year’s goals and professional development.

CAPE’s staff is passionate about the importance of collaboration. Because of this priority, the staff collaborates within grade-level groups, across grade levels and with the entire staff regularly. Since our last WASC visit, the staff determined that instead of weekly administrator-run staff meetings, our time would be more productive if announcements were made via email and staff meetings were used for staff development.

Focus Group Binders

Staff Meeting



In 2013, we started using our focus groups to lead the weekly staff development meetings with great success. Focus groups meet each week. Grade levels and data teams also meet weekly.

Typical Weekly Collaboration Schedule:

- Monday – Focus group/crew meetings
- Tuesday – Staff development meetings
- Wednesday – Office hours
- Thursday – Intervention/data Teams
- Friday – Grade level meetings

Administration and faculty are required to continue their education through attending outside trainings, conferences and seminars. These areas of professional development have included the Storyline method, California Association for the Gifted, Handwriting Without Tears, the Newhall Writing Program, Café, Common Core instruction, California Science Conference, California Math Conference and Project-based learning. These conferences, coupled with encouragement from the administration to pursue teaching programs that complement our curriculum, have allowed the teachers to improve the quality and effectiveness of their teaching. Teachers are able to supplement their daily curriculum with programs and ideas from these trainings in order to better meet the needs of all students.

CAPE, with the help of the Parent Teacher Student Organization (PTSO), has also been able to incorporate other supplemental programs within the school day. Mini-courses are a program that takes place once a week, for four weeks, two different times in the school year. In age appropriate classes administered by teachers and parents, students are given the opportunity to explore a topic outside of the daily curriculum. These topics include areas such as cooking, music lessons, sewing, science and photography. Students are also given this opportunity through another school-wide PTSO program called Artist and Composer of the Month. Each month, there is an assigned artist and composer of the month. Students are given the opportunity to learn about each artist and composer through guest speakers and in-class lessons about their work.

Through collaboration and accountability, both with administration and fellow staff members, as well as through outside resources, the CAPE

Agendas



teaching staff is better able to maintain the quality of their teaching and professional development. All of these supplemental programs, committees and trainings allow for teachers to better meet professional goals as well as the goals of their students.

Areas of Strength

- Our teaching staff is trained in project-based learning.
- Our teachers are highly qualified.
- Our teaching staff is trained in Storyline.
- The CAPE leadership provides the teachers with professional development opportunities and support.
- We have been successful in creating a “lab school” environment.
- CAPE provides technology support to educate teachers and support classroom implementation.

Areas of Growth

- We need to develop consistency across the curriculum for language arts, mathematics, science and social studies.
- We need to develop CCSS academic vocabulary across grade levels.
- We need to implement our technology plan.
- We need to be consistent with the technology standards across grade levels.

Goal: Our staff will collaborate across grades to create a scope in sequence and research protocol for the purpose of evaluating resources. By June 2017, all teachers will be using a common language and instructional strategies to build upon each year across grades. We will develop a vocabulary and specific skills for students to master in each grade.

Benchmarks

Year 1 (2012-2013): All teachers across grades are embedding project-based learning and using technology alongside.

Year 2 (2013-2014): The staff will come together at a staff meeting and discuss instructional strategies and the common language for evaluating resources to be used for each grade level.

Year 3 (2014-2015): By June of 2015, we will have met as a staff in at least two staff meetings where the teachers will have met and discussed evaluating resources with teachers from different



grade levels according to relevancy at the time.

Year 4 (2015-2016): By June 2016, we will have had at least three staff meetings where the teachers will have met and discussed best practices for evaluating resources with teachers from different grade levels according to relevancy at the time.

Year 5 (2016-2017): By June 2017, we will have had at least four staff meetings where the teachers will have met and highlighted successes with regard to evaluating resources throughout the grade levels.

Goal: Our teachers will work across grades to improve our writing curricular instructional strategies by creating a common writing vocabulary and culture of writers. By June 2017, all teachers will be trained in the use of our writing curriculum and knowledgeable enough to be teaching a common writing vocabulary that builds throughout the grade levels. Each teacher will know the genres, styles and writing expectations for his or her grade level, one level above and one level below.

Benchmarks:

- Year 1 (2012-13): A new K-3 writing curriculum that aligns with our new Common Core State Standards will be selected and purchased. Other grade levels will begin to analyze their current instructional strategies and begin to work to align their writing lessons to reflect the Common Core State Standards.
- Year 2 (2013-14): Teachers officially begin teaching the writing curriculum, A Common Core Workshop Curriculum, and other Common Core-aligned lessons. By the halfway point of the year, we will have had enough time to practice using the new standards, curriculum and strategies for our instruction that we need to come together and start having cross-grade discussions involving writing curriculum during at least one staff meeting.
- Year 3 (2014-15): By the end of this year, all teachers will have had least 80 minutes (two 40-minute staff meeting periods) of staff development in the area of writing. This time should focus on creating a common writing vocabulary that we use and build upon throughout the grade levels and highlighting instructional strategies that have been successful.
- Year 4 (2015-16): By the end of this year, all teachers will have had least 120 minutes (three 40-minute staff meeting periods) of staff development in the area of writing. This time should focus on refining the common writing vocabulary that we use and build upon throughout the grade levels, highlighting more instructional strategies that have been successful and sharing student writing to provide exemplars of writing at each grade level.
- Year 5 (2016-17): By the end of this year, all teachers will have had least 160 minutes (four 40-minute staff meeting periods) of staff development in the area of writing. This



time should focus on highlighting more instructional strategies that have been successful, sharing student writing to provide exemplars of writing at each grade level and creating a scope and sequence of how writing is taught here at CAPE. This scope and sequence will include information regarding the vocabulary introduced, the genres taught and the rubrics for each grade level. This information will then be shared at a staff meeting so that all teachers will have knowledge of their grade-level expectations, as well as the expectations at other grade levels.

Goal: Highlight CAPE faculty's best practices through a "lab day" style of professional development each year. A lab day features a group of teachers highlighting successful instructional strategies, lesson plans and/or technology integration in the classroom. Teachers will have opportunities to visit participating lab classrooms to observe teachers in action. Traveling substitute teachers will be hired to cover classrooms. Teachers can also volunteer to teach another classroom while a teacher is observing in a classroom onsite.

By June 2017, all teachers will have participated in a minimum of four lab days. Of those four lab days, all teachers will have taught and been observed by colleagues on at least one of the lab days.

Benchmarks:

- Year 1 (2012-13): Pilot lab day program with four teachers highlighting best practices in technology integration. Use travelling substitute to cover for four teachers. The same four teachers will also teach in other classrooms to allow teachers opportunities to observe others on campus.
- Year 2 (2013-14): Expand lab day program to once a year with teachers volunteering to highlight a certain technology used in the classroom. Suggested topics include Smart Boards, HoverCam, Apple TV and iPads. Topics will be determined by instruction/technology crew and administration. Sign-ups and participation will be voluntary.
- Year 3 (2014-15): Expand lab day program to twice a year with all teachers expected to participate once (their choice of day and choice of observing or being observed). Topic will be determined by instruction/tech crew and administration.
- Year 4 (2015-16): Expand lab day program to twice a year with all teachers expected to participate in the observer or observed role at least once. Topic will be determined by instruction/tech crew and administration.
- Year 5 (2016-17): By the end of this year, the lab day program will be held once each trimester. Every teacher will participate in both observer and observed roles. By this year, all teachers will have participated in a minimum of four lab days. Of those four lab days, all teachers will have taught and been observed by colleagues on a minimum of one lab day.



Goal: We want to provide more support for teachers through a cross-grade level mentoring and support structure. By June 2017, this peer instructional support would be part of staff meetings once a month. By drawing names, a two-person team would be given a topic to discuss in an effort to improve communication and highlight successful best practices (CSTP) across grade levels.

Benchmarks:

- Year 1 (2012-13): Through the use of team-building activities, staff development, lab days and focus groups, we will build the culture of our teaching staff to promote and support cross-grade communication.
- Year 2 (2013-14): By June 2014, we will have had at least one staff meeting where teachers meet and discuss instructional strategies with a teachers from different grade levels. The discussion topic will be chosen according to relevancy at the time.
- Year 3 (2014-15): By June 2015, we will have had at least three staff meetings (one per trimester) where teachers meet and discuss instructional strategies with teachers from different grade levels. Discussion topics are to be chosen according to relevancy at the time.
- Year 4 (2015-16): By June 2016, we will have had at least six staff meetings where teachers meet and discuss instruction with teachers from different grade levels. Discussion topics are to be chosen according to relevancy at the time.
- Year 5 (2016-17): By June 2017, teachers will have had at one staff meeting per month where teachers meet and discuss instructional strategies with teachers from different grade levels. Discussion topics are to be chosen according to relevancy at the time.

Goal: CAPE students and teachers will increase their use of technology to improve teaching and learning of curriculum aligned with California Common Core State Standards. Teachers will provide ongoing opportunities to use the tools of technology to enhance achievement and to meet or exceed the academic content standards.

By June 2017, 100% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum aligned with the California Common Core State Standards in a lesson design and delivery of instruction a minimum of five days per week.

2012-2013: By June 2013, 65% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum aligned with California Common Core State Standards in lesson design and delivery of instruction a minimum of twice a week.

2013-2014: By June 2014, 75% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum



aligned with California Common Core State Standards in lesson design and delivery of instruction a minimum of twice a week.

2014-2015: By June 2015, 85% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum aligned with California Common Core State Standards in lesson design and delivery of instruction a minimum of twice a week.

2015-2016: By June 2016, 100% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum aligned with California Common Core State Standards in lesson design and delivery of instruction a minimum of twice a week.

2016-2017: By June 2017, 100% of CAPE teachers will use technology tools to enhance student learning of the core subject (language arts, mathematics, science and social studies) curriculum aligned with the California Common Core State Standards in a lesson design and delivery of instruction a minimum of five days per week.

WASC 2014

Chapter 4: Self-Study Findings Focus Group D: Assessment



Group Leaders Travis Forbes
 Heather Liddell

Group Members Jenna Raives Janine Ortgies
 Anna Sorensen Stephanie Forbes



**Chapter Four: Self-Study Findings
Focus Group D: Assessment**

D1: The school uses professionally acceptable assessments to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Evidence & Notes

CAPE shall meet all statewide standards and conduct pupil assessments required pursuant to sections 60605 and 60851 of the California Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-chartered public schools.

CAPE shall pursue the following outcomes measured by the corresponding method of measurement.

Targeted Students	Student Objectives/Outcomes/ Measurement of Growth	Instruments/Methods of Measurement	Timeline
All Students	CAPE shall make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act.	Annual AYP determination	May of each year
All Students	CAPE shall exceed the district-wide average for attendance and shall meet or exceed a 96% attendance rate.	Comparison of district-wide attendance data with CAPE attendance data at P2	June of each year
All Students	CAPE shall meet its Academic Performance Index (API) growth targets school-wide and within reportable subgroups on an annual basis.	Annual API determination	May of each year
CAPE Community	CAPE shall receive an average score of “satisfied” or “very-satisfied” on annual parent and teacher satisfaction surveys.	Annual parent and teacher satisfaction surveys	March of each year

CAPE Charter



English Learners	At least 60% of the students will improve by at least one level each year. All English learners will demonstrate continual progress on multiple measures until reclassified as English proficient.	California English Language Development Test (CELDT Domain Levels)	Fall of each year
All Students	60% will score proficient or better on an analytic scoring rubric based on conventions, style, idea and organization based on CA Language Arts Content Standards	As developed by grade-level teams	At the end of each trimester
All Students	Students will demonstrate continual progress toward meeting or exceeding benchmark assessments in number sense, problem solving, and geometry based on the CA Mathematics Content Standards	As developed by grade-level teams	At the end of each trimester

In order to best serve our students and community, CAPE will continue to examine and refine its list of school-wide outcomes

D2: Teachers employ a variety of assessment strategies to evaluate students learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the education process of every student.

CAPE shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessment applicable to pupils in non-charter public schools. CAPE is implementing a cyclical feedback process to ensure the measurable pupil outcomes are used to inform and guide instruction.

Assessment Binder



CAPE teachers use the California state standards to create assessments. They use the outcomes of the assessments as a tool in creating their lesson plans. We have created our own report cards that follow the state standards.

The teachers and administrators have developed school-wide goals for each grade level.

During weekly teacher collaboration meetings, teachers will use student data to identify students' academic strengths and weaknesses and use that information to guide their instruction.

Grade Level Binders

Each grade level has put together an assessment binder to ensure that the assessments are tied to the standards and assess the progress of the students in a particular subject.

Assessment Binders

Teachers are responsible for giving the administrators copies of their assessment results so that they can constantly monitor the growth of the students.

Teachers meet at the beginning of the year in a conference to discuss the goals they have for the students in the coming year and how they will try to meet those goals. Informal and formal observations are done throughout the year with feedback given to the teacher. There is an end-of-the-year evaluation form and conference to summarize their success for that year.

D3: The school with the support of the district and community has as assessment and monitoring systems to determine student progress toward achievement of the academic standards and the expected school-wide learning results

Student progress shall be measured through varied and diverse methods that include not only traditional forms, such as report cards and standardized tests, but also ongoing "authentic assessment" methods such as demonstrations, performances and exhibits.

Goals will be jointly set by teachers and students, and student progress tracked and discussed with both students and parents on a regular, as-needed basis.

A School Accountability Report Card is on our website and contains information for public viewing about the school.

SARC



Students who are experiencing academic challenges go through the SST process, which consists of staff members coming together to discuss a student’s progress and to decide on specific interventions to help the student be successful. After going through this process, it may be suggested that the student needs further testing to see if there is a learning disability.

Intervention Binder

The students who, after testing, qualify for services are given an Individualized Education Plan that is followed and monitored.

D4: The assessment of student achievement in relation to the academic standards and the expected school-wide learning results drives the school’s programs, its regular evaluation and improvement, and the allocation and usage of resources.

The teaching staff at CAPE believes that assessments drive instruction. Students are given a wide variety of assessments—formative, informal and summative. Together across grade levels, the teachers have created common benchmark assessments that are administered three or four times per year. The teachers have opportunities to sit down together and look over the results and determine what steps are needed to help their students to succeed. CAPE does have a reading instructional assistant on staff who is able to help with small groups of students who are struggling with reading comprehension. The results of each benchmark assessment are turned in to the office and the co-directors have opportunities to sit with the teachers or grade-level data teams to help brainstorm ways to help their students or offer resources. At the beginning of the school year, the teachers sit down together in collaborative groups and review the previous year’s scores from the mandatory state test. Together as teams, the teachers develop goals for the school year and areas where they would like to focus. These goals are posted in the classrooms, and the teachers meet on a regular basis as grade-level teams to check in with each other on how they are working toward their goals and any successes they see in their formative assessments.

Assessment Binder

Areas of Strength

- We have a strong school site study team that meets regularly to help students and assist teachers with intervention strategies.
- We hold regular grade-level meetings where we look at student achievement and discuss areas of growth.
- We have a resource teacher on staff who regularly pulls students for intervention.
- Each grade level pulls intervention groups regularly throughout the year to help students who are struggling.



Areas of Growth

- We need to create grade-level anchor papers to establish writing norms for each grade level.
- We need to find and implement Common Core-aligned assessments.
- We need to find or create and implement a Common Core-aligned report card for grades K-5.
- We need to collect a variety of data to analyze at more regular intervals to assess school wide achievement.

Goals for Assessment Focus Group

Goal: Report Cards aligned to the Common Core Standards. By June 2017, K-8 report cards will be Common Core aligned.

Benchmarks:

- 2012-2013: Teachers will be given four hours of staff development time to research Common Core State Standards and compare to current report card, noting specific standard differences.
- 2013-2014: Representatives from grades K-8 will research web-based report cards.
- 2014-2015: Web-based report card system will be purchased and implemented across grades K-8.
- 2014-2015: Grade-level teams will assess the validity of, and propose modifications to, the web-based report card systems.
- 2016-2017: Teachers will implement modifications and continue to assess and revise accordingly.

Goal: Assessments are aligned to Common Core Standards. By June 2017, K-8 assessments will be Common Core aligned.

Benchmarks:

- 2012-2013: Teachers will use one grade-level planning meeting a month to evaluate current assessments for Common Core alignment.
- 2013-2014: Teachers will continue to use one grade-level planning meeting per month and be given a staff development day to further develop Common Core assessments in all subject areas.
- 2014-2015: Teachers will implement Common Core-aligned assessments and evaluate their effectiveness.



- 2015-2016: Teachers will use the previous year's evaluation process and modify the assessments as needed. Teachers will continue implementation and refinement process.
- 2016-2017: Teachers will use the previous year's evaluation process and modify the assessments as needed. Teachers will continue to implementation and refinement process.

Goal: Each grade level has a variety of grade level materials kept in a binder for after school intervention. By June 2017, K-8 will each have an intervention binder complete with formative and summative assessments as well as lessons at their disposal.

Benchmarks:

- 2012-2013: The assessment crew will determine what each grade level is currently accomplishing with after-school intervention, and each grade level will evaluate whether they are meeting student needs.
- 2013-2014: The assessment crew will develop a list of criteria that will determine which students would most benefit from intervention. Grade levels will make groups based on the criteria and begin to gather materials.
- 2014-2015: The assessment crew will reevaluate the criteria used to designate students for after-school intervention. Grade levels will continue to gather, implement and evaluate the materials used for after-school intervention. Grade levels will make a concerted effort to find formative and summative assessments to measure effectiveness of the program.
- 2015-2016: All materials used in after-school intervention will be gathered in grade-level binders. Assessments will continue to be implemented and evaluated.
- 2016-2017: Grade levels will continue to build the resources available within the intervention binders.

Goal: School-wide use of a data entry system will track student progress. By June 2017, K-8, will have a data entry system that tracks student progress and be accessible to all staff.

Benchmarks:

- 2012-2013: Staff will discuss the need for a rolling digital file, cataloging the advantages and disadvantages.
- 2013-2014: Team will research several web-based data entry programs, assessing their cost, ease of use, effectiveness and reliability.
- 2014-2015: Select teachers will pilot and determine the best program for CAPE and purchase.
- 2015-2016: Teachers will be trained on using the program and will implement the data collection.



- 2016-2017: Data will transition to the next year's teacher and teachers will use previous year's data to determine each student's needs in specific content area. By end of 2016-2017, the group will meet to determine the effectiveness of the program.

Goal: Assessment crew will develop a uniform process for referring students to Student Study Team and develop a process for follow up in order to track student progress using a SST digital file. By June 2017, all staff will be trained in Student Study Team procedures and be able to use the digital SST file.

Benchmarks:

- 2012-2013: Assessment crew will create a flow chart that outlines the Student Study Team process.
- 2013-2014: Staff will be trained in the process. Assessment crew will collect old SST materials and digitally distribute current forms to staff.
- 2014-2015: Assessment crew will create a writeable PDF that teachers can submit via email.
- 2015-2016: Teachers will be trained in how to use the SST portion of the data entry system. (See previous goal on data entry system.)
- 2016-2017: Assessment crew will evaluate and refine the SST process.

WASC 2014

Chapter 4: Self-Study Findings

Focus Group E: Culture



Group Leaders

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Chapter Four: Self-Study Findings

Focus Group E: Culture

E1: The school leadership employs a wide range of strategies to encourage parents and community involvement, especially with the teaching/learning process.

Regular Parent Involvement

CAPE was founded by parents who wished to have an active role in their children's education and school. The charter requires that at least two of the five seats on the Board are occupied by parents of current CAPE students. (We currently have three of the five seats occupied by parents). Parents work in the classrooms and sit on committees supporting the school's programs. We encourage all families who wish to put in lottery applications to attend a tour with the co-directors as an effort to fully convey the level of parent involvement expected at CAPE. CAPE attracts parents who want their children to have positive attitudes about school and learning and who value social/emotional learning as well as academic success. Families seek out opportunities where they can effectively participate in the design and implementation of their child's schooling. Many students and their families are drawn to the "community" aspect of our school where lifelong relationships are formed.

Once a student is enrolled, parents attend an orientation meeting and often attend a specific grade-level meeting regarding volunteering in the classroom. Parents and students are provided with a handbook outlining the school's mission, philosophy, goals and policies, and are encouraged to engage in dialogue regularly with the co-directors, teachers and staff. Parents lead the PTSO, which raises funds to support enrichment programs, lays out volunteer opportunities available and trains parents in leadership volunteer roles. The PTSO organizes many of the school-wide events that help to foster the sense of community among our CAPE families and build relationships among students, parents and staff.

CAPE and the CAPE PTSO each has a website, and each CAPE teacher has a website, to provide communication on the school's success, updates, news, goals and plans. The co-directors are accessible to parents via frequent casual meetings, greeting of the students each morning,

Evidence & Notes

Parent Handbook



open-door policy, phone calls (cell phone numbers are on website and business cards), emails, monthly chatter time and attendance at the monthly PTSO and Board of Directors’ meetings. A suggestion box is provided on campus to allow for anonymous concerns or suggestions. An end-of-the year online parent survey is provided to collect information on how the school is meeting its goals. The results of the survey are shared with parents, along with plans and initiatives designed to address concerns. CAPE is committed to its goal of providing a cooperative and collaborative partnership with parents and the community.

Home/School Communication

CAPE Website

CAPE has a small number of non-English speaking parents. It is our goal to increase the diversity of our student population and to encourage the same level of involvement from all our parents. Strategies to provide additional support to non-English speaking parents include: offering all communication in both Spanish and English, offering translation if needed, providing volunteer opportunities that the parents are comfortable performing, and giving non-English speaking parents opportunities to socialize with other CAPE families in a casual, fun manner. All CAPE teachers have either CLAD or BCLAD certification.

The CAPE Board of Directors, the CAPE culture crew and the CAPE PTSO have discussed parental involvement and parental volunteer obligations at length over the past three years. There are charter schools with parent volunteer commitments that drop students when their parents do not meet the required minimum hours. It is not the intention of the CAPE Board of Directors to “un-enroll” students whose parents do not fulfill their volunteer commitments. CAPE has purchased a tracking system, Keeping Track, to help monitor and hold families accountable. Each parent swipes an identification card upon entering campus and enters into the computer which room he or she is going to and how he or she is volunteering. The CAPE PTSO created an executive seat position, vice president of volunteers, to help in the recruitment and retention of parent volunteers. The PTSO has also created a list of all the volunteer positions and a brief description of what each position is responsible to complete.

Board Meeting Agendas and Minutes

PTSO minutes

Focus Group Culture Binder

Use of Community Resources

CAPE strives to be a good community member. This year we partnered



with B95.1 and Ventura County Food Share for their annual canned food drive. The CAPE community donated over 3,500 cans. The CAPE middle school works with the Camarillo Optimist Club and has its own weekly Junior Optimist Club, which recently raised over \$200 for the Make-A-Wish Foundation by hosting its own bake sale. Our sixth grade class each year holds a Charity for Children holiday party (instead of a traditional December party), and the projects and money raised at their celebration benefit: Rain, Food Share, Children’s Hospital Los Angeles, the Camarillo Senior Center, VA Greater Los Angeles Healthcare System, Heifer International and Casa Pacifica. The third and eighth grade classes worked together this year to create blankets during their holiday party to donate to Casa Pacifica. Last year, our leadership team ran a “Jeans for Teens” drive to help provide jeans and shoes for local teens who needed them.

CAPE utilizes the local community for field trips as often as possible. The first graders go to the Camarillo Library each month. The kindergarten classes go to the local grocery store and bakery. The third grade utilizes the Camarillo Ranch House and city hall tours. We also invite members of the community to participate in our mini-courses that are held for four weeks twice per year. We have had the opportunity to partner with local businesses and create strong relationships. CAPE loves working with the outside community and sharing with them our love of learning and the excitement of the CAPE students.

Parent/Community and Student Achievement

CAPE requires a minimum of 40 hours of volunteerism to the school per family per year. Parents are valued and true partners in the education of their children. CAPE employs many avenues of communication.

Keep-n-Track System
PTSO minutes

The following are some of the strategies used at CAPE for parents to receive news and information about the school and to provide feedback about the school and its programs:

- Weekly emails regarding upcoming events
- Weekly teacher newsletters and email blasts
- School website
- PTSO website
- Weekly “calendar news” flier every Wednesday



- Classroom websites
- Administration’s open-door policy
- Parent conferences, both formal and informal
- Automated “robo” phone calls
- Classroom phone trees
- Surveys and polls
- Monthly PTSO meetings
- Monthly “chatter time” meetings between parents and administration
- Sign board outside the school
- Monthly co-director letters
- Parent education nights
- Email logs about behavior on Jupiter Grades (grades 4-8)
- Alerts from Jupiter Grades about grades and missing assignments (grades 4-8)
- Daily updates on behavior and academics if needed.

E2: The school is a) a safe, clean and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

School Safety

CAPE maintains a safe and secure environment for its students, staff, administration, parent volunteers and visitors. CAPE has a Safety and Emergency Plan and worked with the local PTA to obtain food rations and port-a-potties for all classrooms. Other items in the plan include the following:

- Monthly fire, earthquake and lock-down drills
- Policies and procedures for responding to natural disasters
- Policies for the administration of prescription drugs
- Procedures for preventing contact with blood-borne pathogens
- A policy that all employees receive a criminal background check and TB clearance
- A policy that all employees receive Armetis training
- Policies to prevent sexual harassment
- Training on mandatory reporting as related to child endangerment
- Policies that establish CAPE as a drug-, alcohol- and tobacco-free

School Safety Plan

Parent Climate Survey



zone

- A policy for parent volunteers on overnight field trips to have criminal background checks, TB clearance and Armetis training

CAPE has a full-time, salaried maintenance position on staff. This position is responsible for the daily care of the grounds and any maintenance-related need including, but not limited to: cleaning spills, repairing furniture, installing bookshelves, working with our safety inspector, painting, cutting the grass and landscaping. CAPE also has two part-time custodians who clean the rooms each night. Deep cleans occur three times a year during the holiday breaks. CAPE hires outside companies to deep clean the carpets and wax and polish the floors.

CAPE also fosters responsibility from the students to help keep the campus clean. Each class has “student helper” jobs that rotate weekly. One of the jobs is to help clean the room before leaving for the day. CAPE also has a Green Team that helps keep the campus clean and helps with recycling. The faculty and staff work hard to communicate with the students and parents that it is no one’s “job” to clean CAPE; we all need to work together to keep our community clean and take pride in our community and facility.

E3: All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students who are academically low achieving

It is the goal of all CAPE teachers to ensure that the learning needs of all students are being met. To this end, there are a number of strategies that teachers use when a student is struggling to meet academic goals. Teachers begin by using observations and assessment data to identify students who would benefit from additional support. Once a student has been identified, the teacher comes up with strategies that she or he believes could help the student close the achievement gap. These strategies could include in-class accommodations, after-school intervention or reading intervention with the literacy specialist. After implementing these strategies, the teacher will track student progress and determine if additional support is needed. If the teacher determines that additional support is needed, she or he will schedule an SST meeting. In an SST meeting, the classroom teacher is able to meet with the

Intervention Binder

CAPE Charter

Focus Group Assessment



administration, the SST teacher representatives and the student's parents. The goal of this group is to discuss the student's progress and to come up with additional strategies to be implemented. If it is determined that a student needs further support, a 504 plan or IEP may be created. These documents ensure that the student continues to receive the accommodations or modifications she or he needs.

SST Binder

Options for low-achieving students include the following:

- 504 plans and IEPs
- SST meetings
- After-school intervention
- Reading intervention with Mrs. Hayes
- Parent communication

Students who are academically high achieving

GATE Binder

It is also important to give high-achieving students opportunities to extend their learning. All teachers have been trained in the use of Depth and Complexity icons. By using these icons within lessons, teachers are able to guide student understanding and help high-achieving students think more deeply about a given topic. High-achieving students also benefit from project-based learning and Storyline projects. Both of these teaching methods allow students to have greater control and more meaningful experiences than most traditional lesson formats. Beyond the regular classroom setting, there are numerous learning opportunities that are made available to students. All students participate in mini-courses twice a year, allowing all students opportunities to choose areas of study that are interesting to them. For high-achieving students, mini-courses are a chance to tailor their education to their passions and learn about subjects they may not otherwise be exposed to. Other extra-curricular opportunities include participation in Lego Robotics, Beginning and Concert Band, Junior Great Books and various sports programs. While optional, all of these programs allow students to extend their learning by pursuing topics that they find interesting.

Options for low-achieving students include the following:

- Use of Depth and Complexity
- Storyline and project-based learning
- Mini-courses
- Extra-curricular activities, such as Camarillo Academic



Olympics, Junior Einsteins, Lego Robotics and sports

E4: Students have access to a system of personal support services, activities and opportunity at the school and within the community.

English Learners

CAPE tests all students who speak or are exposed to multiple languages with the CELDT (California English Language Development Test) in the fall to determine their English-language proficiency. All students are enrolled in an English-speaking classroom led by a BCLAD or CLAD credentialed, highly qualified teacher. CAPE complies with all applicable state and federal laws in regard to services and education of English learners. CAPE leadership provides the staff with at least one day of training each year on strategies for English learners and research-based instruction. CAPE also has a reading specialist on site that pulls students to help with specific skills, either one on one or in small groups.

EL/CELDT Binder

GATE

CAPE does not test students for Gifted and Talented Education (GATE). We use an embedded GATE-like program that benefits all students called Depth and Complexity. We use project-based learning and Storyline instruction to give our students opportunities to go above and beyond the traditional text. We offer opportunities for students to work in different grouping combinations to foster higher level thinking and support. We provide all students at CAPE opportunities to seek leadership roles on campus and participate in community outreach programs.

Special Education

CAPE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefit of, or otherwise be subjected to discrimination under any program of the school. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for accommodation by the school and is accommodated. CAPE uses a company based out of San Diego, S.E.A.T.S., for its special education program. S.E.A.T.S provides CAPE with speech therapists, resources teachers, a school psychologist and occupational therapists to work with our students. The co-directors

Special Education Binder



attend the IEP meetings and work closely with both S.E.A.T.S. and the parents on the students' individualized education plans. CAPE also works in cooperation with the Ventura County Special Education Local Plan Area (SELPA) to ensure that the students enrolled are served in accordance with all applicable federal and state laws.

Extra-Curricular Activities and Field Trips

Students are encouraged to join one of the many extra-curricular activities offered at CAPE. Students in grades K-8 can participate in the Lego Robotics Teams. Students in grades 4-8 can participate in band, the track team and the Green Team. Our middle school students can participate in leadership, the Junior Optimist Club, volleyball, flag football, soccer and basketball.

In addition to regular classroom learning, all students have opportunities to participate in various field trips. CAPE looks for field trips that reinforce the curriculum and connect our students with the broader community, both locally and globally, with cultural and art experiences, with community service opportunities and with environmental education to fulfill the school's mission and philosophy. These activities help promote tolerance, understanding and acceptance of others, and enrich the educational experiences of the students, as well as meet the school's goal of creating passionate lifelong learners. When a student is alert, observant, curious, reflective and respectful, learning and growth can occur anywhere at any time and, as educators, we must facilitate this exciting process. The staff and faculty are committed to providing enriching learning opportunities with their students both within the classroom and beyond.

Grade Level Binders

Areas of Strength

- CAPE has great parental involvement.
- CAPE offers a very welcoming environment.
- CAPE offers many extra-curricular activities.
- There is a sense of community.
- The teachers differentiate for the students during regular instruction time.

Areas for Growth

- Teachers will have more representation and a voice.
- Each family will fulfill their 40-hour a year commitment.
- Communication will improve among all stakeholders.



The character education program will be more comprehensive for grades K-8.

Parent Involvement

Goal: CAPE families will volunteer an average of 40 hours per school year to improve the quality of education, strengthen parent-teacher partnerships and enhance the learning environment. By June 2019, the average requirement of 40 hours per family will be met.

Benchmarks:

- 2012-2013: CAPE’s family volunteer hours will average 28 hours per family.
- 2013-2014: CAPE’s family volunteer hours will average 31 hours per family.
- 2014-2015: CAPE’s family volunteer hours will average 34 hours per family.
- 2015-2016: CAPE’s family volunteer hours will average 37 hours per family.
- 2016-2017: CAPE’s family volunteer hours will average 40 hours per family.

Implementation Plan				
Activity	Timeline	Person Responsible	Monitoring and Evaluation	Evaluation Instrument
PTSO and staff will work together to create more volunteer positions.	Spring 2014-August 2014	PTSO VP of Volunteers and Staff	Staff and PTSO will be responsible for helping to create new volunteer positions. Positions will be advertised at Back to School Night.	PTSO will check in with each staff member to monitor progress.
Through Back-to-School Night and parent communication, positions will be made known to the CAPE families. The PTSO VP of Volunteers will determine if families have signed up to volunteer.	Fall 2014, 2015, 2016, 2017	PTSO VP of Volunteers and Teachers	Sign-up sheets and Sign-up Genius. Teachers will confirm that all families in their classrooms have volunteered.	Sign-up sheets



Parents will be educated about the volunteer log-in system.				
Facilitate parent volunteer hours throughout the school year.	Fall 2014, 2015, 2016, 2017	PTSO VP of Volunteers	Keeping Track, CAPE staff and PTSO	Keeping Track
Conduct yearly meetings and staff and parent surveys to identify strengths, weakness and implementation.	2014, 2015, 2016, 2017	PTSO VP of Volunteers and Administration	Administration and PTSO VP of Volunteers will use the survey and Keeping Track system to determine strengths, weaknesses and implementation.	Survey and Keeping Track
Implement changes as necessary	2015, 2016, 2017	PTSO VP of Volunteers and Administration		

School Safety

Goal: Based on an annual student survey, 95% to 100% of students will feel safe while at CAPE.

Benchmarks:

- 2012-2013: An average of 60% of students will feel that bullying is not an issue at CAPE.
- 2013-2014: An average of 70% of students will feel that bullying is not an issue at CAPE.
- 2014-2015: An average of 80% of students will feel that bullying is not an issue at CAPE.
- 2015-2016: An average of 90% of students will feel that bullying is not an issue at CAPE.
- 2016-2017: An average of 95% to 100% of students will feel that bullying is not an issue at CAPE.

Implementation Plan				
Activity	Timeline	Person Responsible	Monitoring and Evaluation	Evaluation Instrument
CAPE Anti-Bullying Task	2013-2014	CAPE Anti-Bullying Task	Survey, Mix-It Up Day,	CAPE Student Climate Survey



Force will create a survey, collect the findings and determine appropriate resources to help the students as needed.		Force Committee and Administration	National Stomp Out Bullying Day, Monthly Character Traits, Counselors, Character Development and classroom discussions	
Implement changes as needed	2014, 2015, 2016, 2017	CAPE Anti-Bullying Task Force and Administration		

Staff Survey

Goal: 90% of CAPE staff and faculty will feel satisfied with their employment at CAPE.

Benchmark:

- 2012-2013: Based on the CAPE Staff and Faculty Employment Survey, 75% of CAPE staff and faculty feel satisfied with their employment at CAPE.
- 2013-2014: Based on the CAPE Staff and Faculty Employment Survey, 80% of CAPE staff and faculty feel satisfied with their employment at CAPE,
- 2014-2015: Based on the CAPE Staff and Faculty Employment Survey, 85% of CAPE staff and faculty feel satisfied with their employment at CAPE.
- 2015-2016: Based on the CAPE Staff and Faculty Employment Survey, 90% of CAPE staff and faculty feel satisfied with their employment at CAPE.
- 2016-2017: Based on the CAPE Staff and Faculty Employment Survey, 90% or higher of the CAPE staff and faculty feel satisfied with their employment at CAPE.

Implementation Plan				
Activity	Timeline	Person Responsible	Monitoring and Evaluation	Evaluation Instrument
Create a CAPE Staff and Faculty Employment Survey	Spring 2014	Administration and Teacher Leadership Team	Teacher Leadership Team and School Culture Crew will monitor the progress of this activity.	
Participate in	Summer 2013,	Administration	CAPE Staff and	CAPE Staff and



staff collaboration and team-building activities	2014, 2015, 2016, 2017	and Teacher Leadership Team	Faculty Employment Survey, Teacher Leadership Team and School Culture Crew.	Faculty Employment Survey
Annually review the CAPE Staff and Faculty Employment Survey. Implement changes as needed.	2014, 2015, 2016, 2017	The school Board will interpret data and review the results with Administration and Teacher Leadership Team	Teacher Leadership team and school Board	CAPE Staff and Faculty Employment Survey



Chapter 5

Local Control and Accountability Plan (LCAP)



Camarillo Academy
Of
Progressive
Education
"CAPE"



Chapter Five: LCAP – School-wide Action Plan

The Local Control and Accountability Plan

The state of California is now requiring every school to write a Local Control and Accountability Plan (LCAP) that sets goals for the next three years with input from teachers and parents. CAPE has written a draft of the LCAP for this year and is currently soliciting feedback from teachers and parents. What follows is a draft of CAPE's LCAP.

- The State Board of Education has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(a).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.



(b) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

(c) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(d) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(e) "State priority areas" means the priorities identified in Education Code sections 52060 and 52066. For charter schools, "state priority areas" means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(f) "to improve services" means to grow services in quality.

(g) "to increase services" means to grow services in quantity.

(h) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including low income, foster youth, and English learner.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).



(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a school site, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a districtwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(2) A school district that has an enrollment of unduplicated pupils that is less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a districtwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.



(3) A school district that has an enrollment of unduplicated pupils at a school that is in excess of 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a schoolwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school site's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a schoolwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the district's goals for its unduplicated pupils in the state priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are directed towards meeting the county office of education's or charter school's goals for its unduplicated pupils in the state priority areas.

(c) County superintendent of schools oversight of demonstration of proportionality: In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall review any descriptions provided under subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions (b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated that it will increase or improve services for unduplicated pupils under subdivision (a). If a county superintendent of schools does not approve an LCAP because the LEA has failed to meet its proportionality requirement as specified in this section, it shall provide technical assistance to the LEA in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312





§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: CAPE Charter School Contact (Name, Title, Email, Phone Number): Doreen Learned and Maryellen Lang, Co-Directors, 805-384-1415 LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be



consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*



B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:



- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Tuesday, February 18 – 2nd draft of LCAP posted online and print copies are available in office.</p> <p>Tuesday, February 18 – Parent meeting announced in VR with link to LCAP, Section 2. Teachers provide feedback during staff meeting</p> <p>Sunday, February 23 – Parent meeting announced in VR with a link to LCAP, Section 2. Parents are also given instructions on how to provide feedback if they cannot attend meeting.</p> <p>Thursday, February 27 – Parent meeting @ 6:30 p.m.</p> <p>Friday, March 7 – Survey is finalized and posted online.</p> <p>Sunday, March 9 – Survey is announced in VR with a 3/31 deadline.</p>	



Friday, April 04 – Feedback is incorporated into goals.	
Thursday, April 10 – Administration forwards draft to ExED to complete Section 3.	
Thursday, April 17 – ExED gives draft with Section 3 complete to administration for review.	
Monday, April 21 – Draft with all three Sections complete distributed to board members.	
Monday, April 28 – LCAP discussed at board meeting.	
Monday, May 12 – Final draft distributed to board members.	
Monday, May 19 – LCAP approved at board meeting.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the



school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Conditions of Learning – Basic

Identified Need and	Goals	Annual Update:	What will be different/improved for students? (based on identified metric)	Related State and
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	Description of Goal	Applicable Pupil Subgroup(s) ¹ (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)					
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Teachers are fully credentialed, as measured by documentation.	All teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold.	all	all	N/A	100% of teachers will hold proper credentials.	100% of teachers will hold proper credentials.	100% of teachers will hold proper credentials.	Priority 1
Teachers are appropriately assigned, as measured by retention rate.	CAPE will assign teachers to grade levels and subject matters that are consistent with their credentials, experience and interest.	all	all	N/A	CAPE will achieve a 90% or higher teacher retention percentage.	CAPE will achieve a 95% or higher teacher retention percentage.	CAPE will achieve a 95% or higher teacher retention percentage.	Priority 1

¹ CAPE does not have a qualifying number of students in any state-defined subgroup, however, some goals do apply to some state-defined subgroups.



<p>Pupils have access to standards-aligned instructional materials, as measured by approval from teachers, administrators and governing board.</p>	<p>Pupils will have access to materials aligned with state standards.</p>	<p>all</p>	<p>all</p>	<p>N/A</p>	<p>Teachers, administrators and board will approve math and language arts materials that are aligned with state standards, resulting in 100% access in these subject areas.</p>	<p>Teachers will inventory science materials and their alignment with state standards. No increased access at this time.</p>	<p>CAPE community will approve science materials that are aligned with state standards, including FOSS kits, resulting in 100% access in science.</p>	<p>Priority 1</p>
<p>Resources complement each other across the grades, as measured by a protocol for researching and evaluating resources and number of meetings to discuss materials.</p>	<p>Teachers will collaborate across grades to create a scope and sequence for materials, and will research protocol for the purpose of evaluating resources.</p>	<p>all</p>	<p>all</p>	<p>N/A</p>	<p>Teachers across grade levels will meet twice and establish a written protocol for researching and evaluating resources.</p>	<p>Teachers will meet across grade levels at least three times to discuss best practices for evaluating resources and review protocol.</p>	<p>Teachers will meet across grade levels at least four times to discuss best practices and highlight successes for evaluating resources, and to review protocol.</p>	<p>Locally Prioritized Goal</p>



School facilities are maintained in good repair, as measured by the state's Facility Inspection Tool.	CAPE will be in 100% compliance with all items listed on the Facility Inspection Tool.	all	all	N/A	CAPE will be 100% compliant with all items on the Facility Inspection Tool.	CAPE will be 100% compliant with all items on the Facility Inspection Tool.	CAPE will be 100% compliant with all items on the Facility Inspection Tool.	Priority 1
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Conditions of Learning – Implementation of State Standards

Academic content and performance standards comply with state standards, as measured by comparing curriculum goals to state goals.	Teachers will implement instruction and set performance standards that comply with state standards.	all	all	N/A	Teachers will implement Common Core in language arts and math, resulting in 100% of students receiving standards-based instruction in these areas.	Teachers will be surveyed and will hold meetings to reflect on needs, resulting in improvements based on qualitative reviews and student performance. No increased access at this time.	Teachers will be surveyed and will hold meetings to reflect on needs, resulting in improvements based on qualitative reviews and student performance. Focus will be on science and social studies. No increased access at this time.	Priority 2
Teachers are trained in Common Core,	Teachers will take part in workshops and conferences that will	all	all	N/A	Each teacher will attend a minimum of 3	Each teacher will attend a minimum of 4	Each teacher will attend a minimum of 5	Priority 2



as measured by number of workshops and conferences attended.	help them be in alignment with state standards.				workshops or conferences that help them align with state standards.	workshops or conferences that help them align with state standards.	workshops or conferences that help them align with state standards.	
Each student is encouraged to take responsibility for his or her own learning, as measured by teaching methods that emphasize hands-on learning and intrinsic motivation.	Teachers will include Project-Based Learning, the Storyline method and Everyday Mathematics into their lessons each day, as well as provide different levels of depth and complexity to each child within single lessons.	all	all	N/A	100% of teachers will use Storyline, Project-Based Learning and depth and complexity in their classrooms daily. K-5 teachers will use Everyday Mathematics.	100% of teachers will use Storyline, Project-Based Learning and depth and complexity in their classrooms daily. K-5 teachers will use Everyday Mathematics. Teachers will attend trainings in Storyline and Problem-Based Learning, with a focus on history.	100% of teachers will use Storyline, Project-Based Learning and depth and complexity in their classrooms daily. K-5 teachers will use Everyday Mathematics. Teachers will attend trainings as needed.	Locally Prioritized Goal
Writing curriculum and vocabulary are	All teachers will be trained in a common writing curriculum and	all	all	N/A	80 minutes of staff development	120 minutes of staff development	160 minutes of staff development	Locally Prioritized Goal



consistent across the grades and subjects, as measured by staff time devoted to developing and refining the writing curriculum.	writing vocabulary that builds throughout the grade levels. All teachers will know the genres, styles and writing expectations for his or her grade level, one level above, and one level below.				will focus on a common writing curriculum and vocabulary throughout the grades and subjects.	will focus on refining the common writing curriculum and vocabulary, sharing student examples, and highlighting successes.	will focus on refining the common writing curriculum and vocabulary, sharing student examples, and highlighting successes.	
Teachers are trained in administering the Smarter Balance assessments, as measured by students completing the Smarter Balance assessments.	Teachers will be trained to competently administer Smarter Balance assessments to all qualifying students.	all	all	N/A	All qualifying students will take Smarter Balance tests in math and language arts using required technology. Teachers will be further trained based on the 2013-14 pilot test in math and language arts.	All qualifying students will take Smarter Balance assessments in math and language arts using required technology. Teachers will be trained as needed.	All qualifying students will take Smarter Balanced assessments in math and language arts using required technology. Teachers will research assessment plans for science and social studies.	Priority 2
Teachers will learn from each other, as	Teachers will share information and best practices across subject	all	all	N/A	Teachers will have at least three staff	Teachers will have at least six staff	Teachers will have at least one staff	Locally Prioritized Goal



measured by “lab days,” ² mentoring, team-building activities, staff development and focus groups.	areas and grade levels to improve overall teaching methods.				meetings and two lab days where they are given the opportunity to observe, meet and discuss instructional strategies across grade levels.	meetings and two lab days where they are given the opportunity to observe, meet and discuss instructional strategies across grade levels.	meeting a month and three lab days where they are given the opportunity to observe, meet and discuss instructional strategies across grade levels.	
Report cards align with Common Core standards, as measured by comparing report cards to state standards.	Report cards will reflect Common Core standards.	all	all	N/A	Teachers will adjust report cards as needed, and 100% of students will receive feedback that aligns with state standards in math and language arts.	Teachers will adjust report cards as needed, and 100% of students will receive feedback that aligns with state standards in math and language arts.	Teachers will adjust report cards as needed, and 100% of students will receive feedback that aligns with state standards in core subjects.	Priorities 2 and 4
Low-performing students receive tailored instruction and	Low-performing students will receive interventions and improve their	all, but particularly students with learning	all	N/A	Teachers will continue to implement and evaluate	Assessments will continue to be implemented.	Assessments will continue to be implemented.	Priority 2

² During “lab days,” teachers observe each other to learn about different teaching methods and resources. Not all teachers participate in every lab day, but by the end of 2017, every teacher will have participated in a minimum of four lab days.



improve their academic understanding, as measured by Smarter Balance scores, report cards and qualitative observations by students, teachers and parents. ³	understanding of academic content consistent with their grade levels.	disabilities and students who are English-language learners			intervention materials. Teachers will continue to refine formative and summative assessments to measure effectiveness of the interventions.	After a student has been in an intervention program for one year, he or she will see at least a 5% improvement in grade point average.	After a student has been in an intervention program for one year, he or she will see at least a 10% improvement in grade point average.	
High-achieving students receive instruction appropriate to their levels of readiness, as measured by qualitative observations by students, teachers and parents.	High-performing students will receive instruction appropriate to their levels of readiness.	all	all	N/A	Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress.	Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress.	Teachers will continue to assess and implement differentiation techniques, using assessments and input from students and parents to measure progress.	Priority 2
English-language learners will receive instruction that takes into	Teachers will be trained in techniques for teaching English-language learners and incorporate them into	English-language learners	all	N/A	70% of English-language learners who have completed one	80% of English-language learners who have	90% of English-language learners who have	Priorities 2 and 4

³ In this document, the term “parents” is inclusive of legal guardians.



account their additional challenges, as measured by the California English Language Development Test and students', teachers' and parents' observations.	the classroom, including Specially Designed Academic Instruction in English, active learning, use of prior knowledge, and collaboration among students.				year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.	completed one year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.	completed one year of instruction will be reclassified based on California English Language Development Test and students', teachers' and parents' observations.	
Teachers use technology to enhance students' achievement in core subjects, as measured by percentage of teachers using technology in the classroom.	Teachers will use technology to enhance students' learning of core subjects.	all	all	N/A	85% of teachers will use technology tools to enhance student learning of core subjects at least twice a week. Smart Board training will also be taken	100% of teachers will use technology tools to enhance student learning of core subjects at least twice a week.	100% of teachers will use technology tools to enhance student learning of core subjects five days a week.	Locally Prioritized Goal

Conditions of Learning – Course Access

All students	All students will	all	all	N/A	All students will	All students will	All students will	Priority 7
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receive instruction in language arts, math, science and social sciences daily, as measured by subjects taught.	receive instruction in language arts, math, science and social sciences daily.				receive instruction in language arts, math, science and social sciences daily.	receive instruction in language arts, math, science and social sciences daily.	receive instruction in language arts, math, science and social sciences daily.	
Students regularly take part in physical education during the school day, as measured by number of minutes spent in P.E.	Students will learn and apply principles of physical fitness and be exposed to various physical fitness activities.	all	all	N/A	Students in grades 1-5 will receive at least 30 minutes of P.E. a week. Students in grades 6-8 will receive 250 minutes of P.E. a week.	Students in grades 1-5 will receive at least 40 minutes of P.E. a week. Students in grades 6-8 will receive 250 minutes of P.E. a week.	Students in grades 1-5 will receive at least 50 minutes of P.E. a week. Students in grades 6-8 will receive 250 minutes of P.E. a week.	Locally Prioritized Goal
Students in grades K-3 regularly take part in music instruction, as measured by minutes spent in music classes.	Students in grades K-3 will learn and apply a basic understanding of music, such as reading notes and learning the vocabulary of music.	all	all	N/A	Students in grades K-3 will receive at least 30 minutes of music instruction a week.	Students in grades K-3 will receive at least 35 minutes of music instruction a week.	Students in grades K-3 will receive at least 40 minutes of music instruction a week.	Locally Prioritized Goal
Students in grades 6-8 regularly take part in	Students in grades 6-8 will have access to performing arts	all	all	N/A	Staff will explore options and implement a middle school	Staff will make adjustments to middle school	Staff will make adjustments to middle school performing arts	Locally Prioritized Goal



performing arts instruction, as measured by minutes spent in music classes.	instruction.				performing arts program, based on staffing and budget restraints.	performing arts program.	program.	
Students in grades 6-8 take part in electives, as measured by time spent in electives.	Electives, such as Spanish, keyboarding, science lab, life skills, humanities and art, will be offered to students in grades 6-8.	all	all	N/A	Electives will be offered to students in grades 6-8 three days a week for one hour each day.	Electives will be offered to students in grades 6-8 three days a week for one hour each day.	Electives will be offered to students in grades 6-8 three days a week for one hour each day.	Locally Prioritized Goal
Students take part in mini-courses twice a year, as measured by implementation of mini-courses.	In the fall and spring, parent and community volunteers teach courses reflecting the volunteers' interests. Past courses have included dance, cooking, architecture and sports.	all	all	N/A	Students will take part in mini-courses twice a year, with each mini-course offering four one-hour sessions.	Students will take part in mini-courses twice a year, with each mini-course offering four one-hour sessions.	Students will take part in mini-courses twice a year, with each mini-course offering four one-hour sessions.	Locally Prioritized Goal
Students may participate in Junior Great Books as a pull-out program, as measured by the number of Junior Great Books	Junior Great Books will be offered as a pull-out program led by parent volunteers.	all	all	N/A	Junior Great Books will be offered as a pull-out program led by parent volunteers in two separate semesters consisting of 10 one-hour sessions	Junior Great Books will be offered as a pull-out program led by parent volunteers in two separate semesters	Junior Great Books will be offered as a pull-out program led by parent volunteers in two separate semesters consisting of 10	Locally Prioritized Goal



sessions offered.					each in grades 3-8.	consisting of 10 one-hour sessions each in grades 3-8.	one-hour sessions each in grades 3-8.	
Students in grades 4-8 may participate in band, as measured by number of students enrolled in band.	Band is a required, one-semester course in 4 th grade. Grades 4-8 may also participate in band, which rehearses both during school hours and after school.	all	all	N/A	100% of 4 th graders participate in one semester of band. 10% of students in grades 4-8 participate in voluntary band.	100% of 4 th graders participate in one semester of band. 15% of students in grades 4-8 participate in voluntary band.	100% of 4 th graders participate in one semester of band. 20% of students in grades 4-8 participate in voluntary band.	Locally Prioritized Goal
Students learn about great composers and artists throughout history, as measured by presentations given.	Parent volunteers or teachers provide presentations on well-known artists and composers.	all	all	N/A	All classes receive monthly presentations on the artist and composer of the month. 90% of the presentations will be done by parent volunteers.	All classes receive monthly presentations on the artist and composer of the month. 95% of the presentations will be done by parent volunteers.	All classes receive monthly presentations on the artist and composer of the month. 100% of the presentations will be done by parent volunteers.	Locally Prioritized Goal
Students in grades 6-8 may try out for and, if	School-sponsored, after-school, competitive sports	all	all	N/A	CAPE will hold try outs and form competitive sports	CAPE will hold try outs and form	CAPE will hold try outs and form	Locally Prioritized



chosen, participate in after-school, competitive sports teams, as measured by number of school-sponsored teams.	teams will be organized for students in grades 6-8.				teams determined by interest of students and voluntary coaches.	competitive sports teams determined by interest of students and voluntary coaches.	competitive sports teams determined by interest of students and voluntary coaches.	Goal
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Pupil Outcomes – Pupil Achievement

CAPE meets its growth targets on state testing, both school-wide and within reportable subgroups, as measured by state testing results.	Students and staff will become familiar with the Smarter Balance test and adjust as needed. ⁴	all	all	N/A	Students and staff will become familiar with the Smarter Balance test and adjust as needed.	Students and staff will become familiar with the Smarter Balance test and adjust as needed.	Students and staff will become familiar with the Smarter Balance test and adjust as needed.	Priority 4
CAPE meets its API growth targets school-wide and within reportable subgroups, as measured by API	For the next three years, CAPE will use the average API scores from the last three years for reporting purposes. ⁵	all	all	N/A	CAPE will use the average API scores for reporting purposes. No measurements at	CAPE will use the average API scores for reporting purposes. No measurements	CAPE will use the average API scores for reporting purposes. No measurements	Priority 4

⁴ The first three years of Smarter Balance testing will not yield official scores.

⁵ CAPE will not receive API scores for the next three years.



scores.					this time.	at this time.	at this time.	
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Pupil Outcomes – Other Pupil Outcomes

Student progress is measured through diverse methods that result in accurate assessments of students’ abilities, as measured by students’ and parents’ responses to report cards.	Report cards will reflect performance not only on traditional measurements, such as tests, but also on other forms of academic performance, such as demonstrations, performances and exhibitions.	all	all	N/A	90% of students and parents will feel confident that the report cards reflect accurate assessments of students’ skill levels, based on responses from parents and students to report cards.	95% of students and parents will feel confident that the report cards reflect accurate assessments of students’ skill levels, based on responses from parents and students to report cards.	100% of students and parents will feel confident that the report cards reflect accurate assessments of students’ skill levels, based on responses from parents and students to report cards.	Priority 8
Students’ report cards in grades K-5 in the aggregate are used as one tool to evaluate the academic program, as measured by aggregate grade point average.	Aggregate grade point average for grades K-5 will be 3.0, which indicates students are generally mastering skills required at their grade levels.	all	all	N/A	Aggregate grade point average for grades K-5 will be 3.0.	Aggregate grade point average for grades K-5 will be 3.0	Aggregate grade point average for grades K-5 will be 3.0.	Priority 8
Students’ report cards in grades 6-8 in the	Aggregate grade point average for grades 6-8 will be 3.0, which	all	all	N/A	Aggregate grade point average for grades 6-8 will be	Aggregate grade point average for	Aggregate grade point average for grades 6-8 will	Priority 8



aggregate are used as one tool to evaluate the academic program, as measured by aggregate grade point average.	indicates students are generally above average for their grade levels.				3.0.	grades 6-8 will be 3.0.	be 3.0.	
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Engagement – Parent Involvement

Students' families volunteer in various capacities, as measured by volunteer hours.	Parents and family members of students volunteer in a variety of capacities.	all	all	N/A	Students' families will average 34 hours of volunteer time for the year.	Students' families will average 37 hours of volunteer time for the year.	Students' families will average 40 hours of volunteer time for the year.	Priority 3
The governing board includes two parents on the five-member board, as measured by elected members.	The governing board will include two parents, one community member and two teachers.	all	all	N/A	The governing board will include two parents, one community member and two teachers.	The governing board will include two parents, one community member and two teachers.	The governing board will include two parents, one community member and two teachers.	Priority 3
Parents are encouraged to be involved in policy-level decisions through election	Parents are actively encouraged to vote for the parent and community representatives on the governing board, and	all	all	N/A	All parents will be eligible to vote in annual board elections. Notices of board meetings will be distributed	All parents will be eligible to vote in annual board elections. Notices of board meetings will be	All parents will be eligible to vote in annual board elections. Notices of board meetings	Priority 3



of parent and community board members, and participation in board meetings, as measured by elections and attendance.	actively encouraged to attend board meetings.				in both print and electronically. Agendas and minutes will be available both in print and electronically. Average attendance, excluding board members, will be 15.	distributed both in print and electronically. Agendas and minutes will be available in both print and electronically. Average attendance, excluding board members, will be 20.	will be distributed in both print and electronically. Agendas and minutes will be available both in print and electronically. Average attendance, excluding board members, will be 30.	
Parents, teachers and students participate in a PTSO, as measured by meetings and attendance.	The PTSO will be responsible for raising funds for certain programs and making decisions regarding how those funds are spent.	all	all	N/A	10 PTSO meetings will be held with an average attendance of 20, and \$75,000 will be raised to support programs.	10 PTSO meetings will be held with an average attendance of 30, and \$85,000 will be raised to support programs.	10 PTSO meetings will be held with an average attendance of 40, and \$100,000 will be raised to support programs.	Priority 3
Administration provides monthly opportunities to meet with parents in a group setting, as	The co-directors of CAPE will hold monthly "chatter time" meetings open to all parents, which are free-flowing meetings about	all	all	N/A	One chatter time meeting will be held each month. Average attendance, excluding administration,	One chatter time meeting will be held each month. Average attendance, excluding	One chatter time meeting will be held each month. Average attendance, excluding administration,	Priority 3



measured by number of meetings.	current issues at CAPE. Both the administration and parents are encouraged to raise topics.				will be 15.	administration, will be 25.	will be 35.	
Parent-teacher conferences provide opportunities for parents to meet with teachers individually, as measured by number of meetings.	Parents will meet with teachers individually through annual conferences, as well as any conferences called by a teacher, parent or student.	all	all	N/A	For grades K-5, one parent-teacher conference will be scheduled annually. Additional conferences may be called as needed for all grades.	For grades K-5, one parent-teacher conference will be scheduled annually. Additional conferences may called on as needed for all grades.	For grades K-5, one parent-teacher conference will be scheduled annually. Additional conferences may be called on as needed for all grades.	Priority 3

Engagement – Pupil Engagement

Students are engaged in school, as measured by attendance rates.	One of the ways students will demonstrate their engagement with the school is through high attendance rates.	all	all	N/A	CAPE shall meet or exceed a 96% rate.	CAPE shall meet or exceed a 96% rate.	CAPE shall meet or exceed a 96% rate.	Priority 5
Students are engaged in school, as measured by chronic absenteeism	One of the ways students will demonstrate their engagement with the school is through low chronic absenteeism	all	all	N/A	Less than 10% of students will be chronically absent.	Less than 5% of students will be chronically absent.	Less than 2% of students will be chronically absent.	Priority 5



rates.6	rates.							
Middle school students are engaged in school, as measured by drop-out rates.	One of the ways middle-school students will demonstrate their engagement with the school is through low drop-out rates.	all	all	N/A	The drop-out rate among middle school students will be zero.	The drop-out rate among middle school students will be zero.	The drop-out rate among middle school students will be zero.	Priority 5

Engagement – School Climate

The climate of the school will be positive, as measured by suspension and expulsion rates.	Suspension and expulsion rates will be kept to a minimum by engendering a positive school climate.	all	all	N/A	Suspension and expulsion rates will be minimal (under 15 per year).	Suspension and expulsion rates will be minimal (under 10 per year).	Suspension and expulsion rates will be minimal (under 5 per year).	Priority 6
CAPE will encourage good citizenship and community service, as measured by number of structured efforts in this area.	CAPE will encourage good citizenship and community service.	all	all	N/A	Citizenship efforts will include activities connected to our 7 Character Traits; “Big Buddies”; the Green Team; and a range of conflict-resolution activities within	Citizenship efforts will include activities connected to our 7 Character Traits; “Big Buddies”; the Green Team; and a range of conflict-resolution activities within each classroom.	Citizenship efforts will include activities connected to our 7 Character Traits; “Big Buddies”; the Green Team; and a range of conflict-resolution activities within	Locally Prioritized Goal

⁶ Chronic absenteeism is defined as missing 10% of school days in a year.



					each classroom.		each classroom.	
Students will feel safe at a school, as measured by an annual student survey.	A large majority of students will feel that bullying is not an issue at school.	all	all	N/A	An average of 80% of students will feel that bullying is not an issue at CAPE.	An average of 90% of students will feel that bullying is not an issue at CAPE.	An average of 95% - 100% of students will feel that bullying is not an issue at CAPE.	Priority 6
Staff and faculty will feel satisfied with their employment at CAPE, as measured by the CAPE Staff and Faculty Employment Survey.	Staff and faculty will feel satisfied with their employment at CAPE.	all	all	N/A	85% of CAPE staff and faculty feel satisfied with their employment at CAPE.	90% of CAPE staff and faculty feel satisfied with their employment at CAPE.	90% or higher of the CAPE staff and faculty feel satisfied with their employment at CAPE.	Priority 6
Parents will feel satisfied with their experiences with CAPE, as measured by an annual parent survey.	Parents will feel "satisfied" or "very satisfied" on annual parent satisfaction surveys.	All	All	N/A	70% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey.	75% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey.	85% of parents will feel "satisfied" or "very satisfied" on an annual parent satisfaction survey.	Priority 6